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COMBINED
SIXTY-THIRD AND SIXTY-FOURTH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF NEWARK, N. J.



FOR THE
SCHOOL YEARS
1918-1919 and 1919-1920





FIRST GRADUATING CLASS OF NEWARK JUNIOR COLLEGE, JUNE, 1920

COMBINED
SIXTY-THIRD AND SIXTY-FOURTH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF NEWARK, N. J.



FOR THE
SCHOOL YEARS
1918-1919 and 1919-1920

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BOARD OF EDUCATION

1919

OFFICERS

FRANK H. SOMMER, *President.*

EDWARD M. WALDRON, *Vice-President.*

R. D. ARGUE, *Secretary,*
322 Summer Avenue.

ALFRED H. KRICK, *Ass't Secretary,*
164 Lincoln Avenue.

*CEPHAS I. SHIRLEY, *Business Manager,*
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies,* 107 Park Avenue.

DAVID B. CORSON, *Superintendent of Schools,* 51 Berkeley Avenue.

J. WILMER KENNEDY, *Ass't Superintendent,* 3 Emmett Street.

ELMER K. SEXTON, *Ass't Superintendent,* 103 So. Eleventh Street.

*CEPHAS I. SHIRLEY, *Ass't Superintendent.*

A. G. BALCOM, *Ass't Superintendent,* 359 Summer Avenue.

†EDGAR S. PITKIN, *Ass't Superintendent,*
70 North 15th Street, East Orange, N. J.

CHARLES A. MACCALL, *Supervisor of Attendance,*
59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection,*
17 Elizabeth Avenue.

‡GEORGE W. KNIGHT, *Supervising Engineer,*
540 Parker Street.

‡AARON W. MILLER, *Supervisor of Repairs,*
630 Summer Avenue.

CHARLES M. MYERS, *Counsel,*
62 Nelson Place.

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

ELMER K. SEXTON

CEPHAS I. SHIRLEY

WAYLAND E. STEARNS

CHARLES G. SHAFFER

S. LOUISE CLARK

* Appointed Business Manager July 1, 1919.

† Resigned September 1, 1919.

‡ Departments abolished August 1, 1919.

MEMBERS

1919

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
-------------	--------------------------	---------------------------

Term Expires Jan. 31, 1920.

Frank H. Sommer	New York University	156 Heller Parkway
Peter A. Cavicchia	31 Clinton Street	108 Jefferson Street
David A. McIntyre	Prudential Building	30 Milford Avenue

Term Expires Jan. 31, 1921.

Louis B. Lesser	9 Clinton Street	181 Hunterdon Street
Edward M. Waldron	665 Broad Street	208 Mt. Pleasant Ave.
James M. Seymour, Jr.	51 Lawrence Street	1 Wakeman Avenue

Term Expires Jan. 31, 1922.

Rynier V. Taylor	243 Market Street	877 South 15th Street
*Lincoln A. Virtue	171-173 Bergen Street	228 Third Street
Joseph M. Hauber	31 Clinton Street	65 Alpine Street
†Walter D. Gulick	390 Elizabeth Avenue	390 Elizabeth Avenue

* Resigned July 31, 1919.

† Appointed by Mayor August 5, 1919.

STANDING COMMITTEES

1919

Finance and Legislation

Waldron, Cavicchia, McIntyre, Lesser, Seymour, Taylor, Virtue,
Hauber and Sommer.

Buildings, Grounds and Supplies

Seymour, Virtue, McIntyre, Cavicchia, Lesser, Taylor, Waldron,
Hauber and Sommer.

Instruction and Educational Supplies

Taylor, Lesser, Cavicchia, McIntyre, Virtue, Waldron, Seymour,
Hauber and Sommer.

BOARD OF EDUCATION

1920

OFFICERS

*FRANK H. SOMMER, *President*

†EDWARD M. WALDRON, *President*

‡EDWARD M. WALDRON, *Vice-President*

‡LOUIS B. LESSER, *Vice-President*

R. D. ARGUE, *Secretary*
322 Summer Avenue

ALFRED H. KRICK, *Ass't Secretary*
164 Lincoln Avenue

CEPHAS I. SHIRLEY, *Business Manager*,
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 117 Mapes Avenue.

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue.

J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue.

ELMER K. SEXTON, *Ass't Superintendent*, 103 So. Eleventh Street.

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

¶CHARLES H. GLEASON, JR., *Ass't Superintendent*,
199 Garfield Place, South Orange, N. J.

¶JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue.

CHARLES A. MACCALL, *Supervisor of Attendance*,
59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*,
17 Elizabeth Avenue.

CHARLES M. MYERS, *Counsel*,
62 Nelson Place.

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

ELMER K. SEXTON

¶JAMES E. DOUGAN

WAYLAND E. STEARNS

CHARLES G. SHAFFER

S. LOUISE CLARK

* Resigned as President, October 28, 1920.

† Elected President October 28, 1920.

‡ Elected Vice-President October 28, 1920.

¶ Appointed September 1, 1920.

MEMBERS

1920

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
-------------	--------------------------	---------------------------

Term Expires Jan. 31, 1921.

Louis B. Lesser	9 Clinton Street	181 Hunterdon Street
Edward M. Waldron	27 Central Avenue	St. Francis Hotel
James M. Seymour, Jr.	51 Lawrence Street	1 Wakeman Avenue

Term Expires Jan. 31, 1922.

Rynier V. Taylor	243 Market Street	877 South 15th Street
Walter D. Gulick	390 Elizabeth Avenue	390 Elizabeth Avenue
Joseph M. Hauber	31 Clinton Street	65 Alpine Street

Term Expires Jan. 31, 1923.

Frank H. Sommer	New York University	156 Heller Parkway
Anthony R. Finelli	810 Broad Street	157 Mt. Prospect Ave.
Thomas A. Kenny	164 Market Street	108 Brunswick Street

STANDING COMMITTEES

1920

Finance and Legislation

Waldron, Taylor, Seymour, Gulick, Hauber, *Lesser, Finelli, Kenny and Sommer.

Buildings, Grounds and Supplies

Seymour, Gulick, Waldron, Lesser, Taylor, Hauber, Finelli, Kenny and Sommer.

Instruction and Educational Supplies

Lesser, Taylor, Waldron, Seymour, †Gulick, Hauber, Finelli, Kenny and Sommer.

* Louis B. Lesser, chairman, October 28, 1920.

† Walter D. Gulick appointed chairman October 29, 1920.

STATISTICAL RECORD

OF THE

BOARD OF EDUCATION

For the Years 1918, 1919 and 1920

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED, RESPECTIVELY

FRANK H. SOMMER.....	1915 (7 mos.)-16-17-18-19-20
GEORGE M. DENNY.....	1916-17-18 (6 mos.)
RYNIER V. TAYLOR.....	1916-17-18-19-20
EDWIN BALL	1916-17-18
PETER A. CAVICCHIA.....	1916 (2 mos.)-17-18-19
DAVID A. McINTYRE.....	1917-18-19
LOUIS B. LESSER.....	1918-19-20
MRS. JANE R. NORTHRUP.....	1918 (4 mos.)
EDWARD M. WALDRON.....	1918-19-20
JAMES M. SEYMOUR, JR.....	1918 (8 mos.)-19-20
LINCOLN A. VIRTUE.....	1918 (5 mos.)-19 (7 mos.)
JOSEPH M. HAUBER.....	1919-20
WALTER D. GULICK.....	1919 (5 mos.)-1920
ANTHONY R. FINELLI.....	1920
THOMAS A. KENNY.....	1920

PRESIDENTS OF THE BOARD.

*STEPHEN CONGAR	1851-2-3-4
*SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
*THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
*FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
*WILLIAM A. WHITEHEAD.....	1871
*L. SPENCER GOBLE.....	1872-3
*SAMUEL A. FARRAND.....	1874
*ARAM G. SAYRE.....	1875
*EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
*GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
*EDWARD GOELLER.....	1884, 1889-90-1

*EDMUND L. JOY.....	1885-6-7
*JAMES L. HAYS.....	1888-1892
*HENRY C. KLEMM.....	1893-4 (9 mos.)
JOHN VAN DOREN, JR.....	1894 (3 mos.)-1895 (4 mos.)
*HENRY J. ANDERSON.....	1895
*WILLIAM A. GAY.....	1896-7
MILES F. QUINN.....	1898
*CHARLES E. HILL.....	1899 (8 mos.)-1900-1-2
CHARLES W. MENK.....	1903-4
DAVID A. MCINTYRE.....	1905-6-7
*FREDERICK F. GUILD.....	1908-9-10-11
JAMES TAAFFE.....	1912
CHARLES P. TAYLOR.....	1913-14
FREDERIC L. JOHNSON.....	1915
EDGAR R. BROWN.....	1916
FRANK H. SOMMER.....	1917-18-19-20 (10 mos.)
EDWARD M. WALDRON.....	1920 (2 mos.)

SECRETARIES OF THE BOARD.

*JOHN WHITEHEAD.....	1851-2-3
*FREDERICK W. RICORD.....	1854-5-6-7-8-9-60
*GEORGE B. SEARS.....	1860-1-2-3-4-5-6-7-8-9- 70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....	1877 (4 mos.)-8-9- 80-1-2-3 (8 mos.)
*GEORGE W. CASE.....	1883 (3½ mos.)-4-5-6-7-8-9
P. LYNDON BRYCE.....	1890-1-2-3-4
ROBERT D. ARGUE.....	1895-6-7-8-9-1900-1-2-3-4- 5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20

SUPERINTENDENTS OF SCHOOLS.

*STEPHEN CONGAR.....	1853-4-5-6-7-8-9
*GEORGE B. SEARS.....	1859-60-1-2-3-4-5-6-7-8-9- 70-1-2-3-4-5-6-7 (8 mos.)
*W. N. BARRINGER.....	1877 (4 mos.)-8-9-80-1-2-3- 4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
*C. B. GILBERT.....	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
*A. B. POLAND.....	1901 (10 mos.)-2-3-4-5-6-7-8-9- 10-11-12-13-14-15-16-17 (6 mos.)
DAVID B. CORSON.....	1918 (6 mos.)-19-20
*A. B. POLAND, City Supt. Emeritus.....	1917 (3½ mos.)

BUSINESS MANAGER.

CEPHAS I. SHIRLEY.....	1919 (6 mos.)-20
------------------------	------------------

SUPERINTENDENT OF SUPPLIES.

SAMUEL GAISER.....1911-12-13-14-15-16-17-18-19-20

SUPERVISOR OF ATTENDANCE.

CHARLES A. MACCALL.....1902-3-4-5-6-7-8-9-
10-11-12-13-14-15-16-17-18-19-20

SUPERVISOR OF MEDICAL INSPECTION.

GEORGE J. HOLMES..1909-10-11-12-13-14-15-16-17-18-19-20

SUPERVISING ARCHITECT.

*ERNEST F. GUILBERT....1908 (7 mos.)-9-10-11-12-
13-14-15-16 (11 mos.)
LOUIS SONNTAG1918 (10 mos.)

SUPERVISING ENGINEER.

GEORGE W. KNIGHT.....1908 (10 mos.)-9-10-11-
12-13-14-15-16-17-18-19 (7 mos.)

SUPERVISOR OF REPAIRS.

AARON W. MILLER.....1908 (10 mos.)-9-10-11-
12-13-14-15-16-17-18-19 (7 mos.)

COUNSEL.

CHARLES M. MYERS.....1909-10-11-12-13-14-15-
16-17-18-19-20

* Deceased.

FINANCIAL REPORT
OF THE
BOARD OF EDUCATION

NEWARK, N. J., July 31, 1919.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1918, and ending June 30, 1919:

RECEIPTS.

STATE.

Appropriations	\$1,191,428.71
Railroad Tax	492,807.45
Vocational	4,211.97
Manual Training	5,107.43
	<hr/>
	\$1,693,555.56

MUNICIPAL.

Balance from June 30, 1918.....	\$ 990,825.83
Tax Ordinance	2,500,000.00
Interest	22,648.47
Cash deposited with Custodian....	23,339.18
Soldiers' Training School.....	36,235.96
Interest on Bequest.....	240.00
Truancy Fines	75.00
	<hr/>
	3,573,364.44
Total.....	<hr/>
	\$5,266,920.00

EXPENDITURES.

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secretary's Department.....	\$ 22,003.60	\$ 19,509.42	\$ 2,494.18
Legal Services.....	3,583.34	3,583.34	.....
Department of Supplies.....	39,340.81	39,340.81	.....
Department of Repairs.....	20,798.00	19,823.12	974.88
Department of Superintendent.....	63,421.75	47,808.36	15,613.39
Department of Attendance.....	29,531.13	29,531.13	.....
Other Expenses.....	6,254.00	6,101.69	152.31
Total.....	\$ 184,932.63	\$ 165,692.87	\$ 19,239.76
INSTRUCTION			
Teachers' Salaries.....	\$3,120,274.96	\$2,969,558.14	\$ 130,716.82
Text Books.....	44,440.25	43,657.96	782.29
Apparatus.....	17,094.22	17,094.22	.....
Instruction Supplies.....	104,481.95	100,291.91	4,190.04
Other Expenses.....	33,644.58	31,770.46	1,874.12
Total.....	\$3,319,935.96	\$3,182,372.69	\$ 137,563.27
OPERATION			
Janitors' Salaries.....	\$ 227,296.00	\$ 223,910.82	\$ 3,385.18
Janitors' Supplies.....	17,668.75	15,223.54	2,445.21
Fuel.....	99,276.75	99,276.75	.....
Water.....	15,251.40	11,426.97	3,824.43
Light and Power.....	47,718.14	23,413.12	24,305.02
Other Expenses.....	11,439.91	10,230.83	1,209.08
Total.....	\$ 418,650.95	\$ 383,482.03	\$ 35,168.92
MAINTENANCE			
Repairs to Buildings.....	\$ 120,644.00	\$ 106,991.38	\$ 13,652.62
Repairs and Replacements.....	19,455.00	16,780.07	2,674.93
Ordinary Supplies.....	14,034.84	6,706.20	7,328.64
Insurance.....	25,028.62	25,028.62	.....
Other Expenses.....	1,415.61	1,212.69	202.92
Total.....	\$ 180,577.47	\$ 156,718.96	\$ 23,858.51
AUXILIARY AGENCIES			
Department of Medical Inspection.....	\$ 53,633.01	\$ 53,633.01	.....
Libraries.....	9,550.00	7,434.56	\$ 2,115.44
Transportation of Pupils.....	2,762.65	2,643.14	119.51
Food for Special Schools.....	11,562.50	11,538.87	23.63
Total.....	\$ 77,508.16	\$ 75,249.58	\$ 2,258.58
MISCELLANEOUS			
Leasing of School Buildings.....	\$ 1,200.00	.....	\$ 1,200.00
Other Expenses.....	333.39	\$ 333.39	.....
Total.....	\$ 1,533.39	\$ 333.39	\$ 1,200.00
CAPITAL OUTLAY			
*Land.....	\$ 65,244.09	\$ 14,595.47	*\$ 50,648.62
†New Buildings.....	597,428.74	38,291.43	† 559,137.26
Alterations and Impts. to Buildings.....	145,973.59	81,744.30	64,229.29
Equipment of New Buildings.....	10,200.00	7,226.72	2,973.28
Equipment of Old Buildings.....	54,003.10	27,167.27	26,835.83
Equipment of Departments.....	4,125.00	1,919.32	2,205.68
Construction Department—Salaries.....	4,569.22	4,569.22	.....
Construction Department—Supplies.....	919.64	919.64	.....
Total.....	\$ 882,463.38	\$176,433.42	\$ 706,029.96
SOLDIERS' TRAINING			
Soldiers' Training School.....	\$ 28,037.54	\$ 28,037.54	.....

SUMMARY

	Appropriations	Expenditures	Balances
Administration	\$ 184,932.63	\$ 165,692.87	\$ 19,239.76
Instruction	3,319,935.96	3,182,372.69	137,563.27
Operation	418,650.95	383,482.03	35,168.92
Maintenance	180,577.47	156,718.96	23,858.51
Auxiliary Agencies	77,508.16	75,249.58	2,258.58
Miscellaneous	1,533.39	333.39	1,200.00
Capital Outlay	882,463.38	176,433.42	706,029.96
Soldiers' Training	28,037.54	28,037.54	.....
Unapportioned	173,280.52	.....	173,280.52
Grand Total	\$5,266,920.00	\$4,168,320.48	\$1,098,599.52

* Land, \$4,319.06 unapportioned included.

† Buildings, \$24,529.15 unapportioned included.

RECAPITULATION

	Appropriations	Expenditures	Balances
Current Expenses	\$4,593,753.31	\$4,109,944.67	\$ 483,813.64
Construction	663,161.69	58,375.81	609,785.88
	\$5,266,920.00	\$4,168,320.48	\$1,098,599.52

BOARD OF EDUCATION

CONSTRUCTION ACCOUNT.

RECEIPTS.

Balance from June 30, 1918.....	\$655,559.68
Interest	12,583.01
Cash deposited with Custodian.....	19.00
	<u>\$668,161.69</u>

EXPENDITURES.

LAND

	Appropriations	Expenditures	Balances
Hawkins Street School (Additional ground)	\$ 6,905.09	\$ 6,613.72	\$ 291.28
Seymour Vocational School— (Additional Ground).....	8,000.00	7,914.00	86.00
Hawthorne School District Site.....	4,338.69	32.75	4,305.94
Webster School (Additional Ground).....	20.00	20.00	
Newton School (Additional Ground).....	15.00	15.00	
Alexander Street School (Additional Ground)	714.84		714.84
South Tenth St. School (Additional Ground)	10,931.50		10,931.50
Open Air School Site.....	20,000.00		20,000.00
Ungraded School Site.....	10,000.00		10,000.00
Unapportioned	4,319.06		4,319.06
Total.....	\$ 65,244.09	\$ 14,595.47	\$ 50,648.62

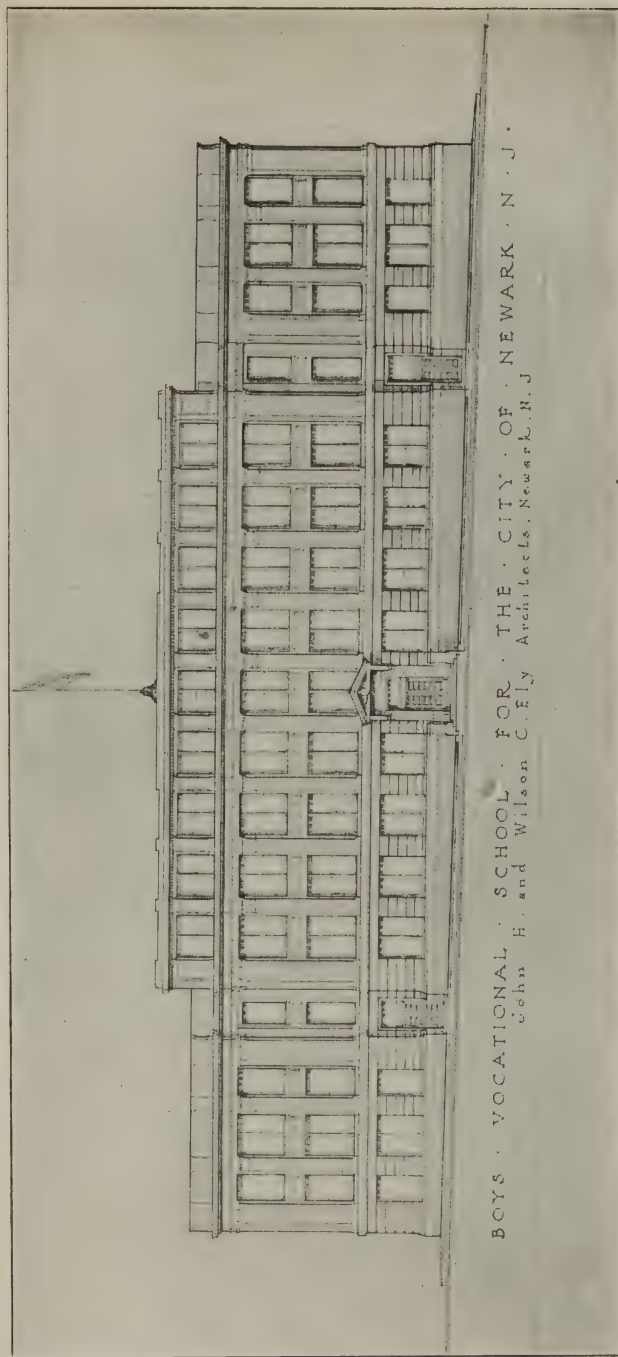
BUILDINGS

	Appropriations	Expenditures	Balances
Construction Department—Salaries.....	\$ 4,569.22	\$ 4,569.22	
Construction Department—Supplies.....	919.64	919.64	
Madison School House Addition.....	12,284.53	9,051.23	\$ 3,233.35
Moses Bigelow School House Addition.....	19,394.93	13,391.27	6,003.66
East Side C. & M. T. High School House Addition	6,486.76	4,004.60	2,482.16
Seymour Vocational School.....	133,417.17	10,831.78	122,585.39
Hawkins Street School House Addition.....	242,727.49	12.60	242,714.89
Charlton Street School House Addition.....	152,588.66		152,588.66
Camden Street School House Toilets.....	3,000.00		3,000.00
Fawcett School of Industrial Arts Altera- tions	2,000.00		2,000.00
Normal School.....	1,000.00	1,000.00	
Unapportioned	24,529.15		24,529.15
Total.....	\$602,917.60	\$ 43,780.34	\$559,137.26

SUMMARY

	Appropriations	Expenditures	Balances
Land	\$ 65,244.09	\$ 14,595.47	\$ 50,648.62
Buildings	602,917.60	43,780.34	559,137.26
Grand Total.....	\$668,161.69	\$ 58,375.81	\$609,785.88

R. D. ARGUE, *Secretary.*



BOYS' VOCATIONAL SCHOOL FOR THE CITY OF NEWARK, N. J.
John H. and Wilson C. Ely Architects, Newark, N. J.

FACADE OF NEW SEYMOUR VOCATIONAL SCHOOL BUILDING

FINANCIAL REPORT

5

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

JUNE 30, 1919

Name of School House	Sites	Buildings	Furniture and Equipm't	Total
Normal School (New).....	\$ 90,000	\$ 268,000	\$ 16,500	\$ 374,500
Barringer High.....	82,000	285,000	33,300	400,300
Central C. & M. T. High.....	66,600	585,600	74,000	726,200
East Side C. & M. T. High.....	43,000	393,000	56,200	492,200
South Side High.....	52,000	363,000	45,000	462,000
West Side High.....	50,000			50,000
Abington Avenue.....	13,200	160,000	11,000	184,200
Alexander Street.....	9,600	62,000	3,300	74,900
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Berkeley (Peshine Avenue).....	12,800	105,000	6,000	123,800
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	59,000	3,400	82,400
Carteret (Oliver Street).....	12,000	170,000	8,500	190,500
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	100,000	5,000	137,000
Chestnut Street.....	22,000	51,000	3,600	76,600
Cleveland.....	22,000	253,000	15,000	292,000
Dayton.....	3,000	2,500	300	5,800
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elizabeth Avenue District.....	28,800			28,800
Eliot.....	20,400	100,000	4,000	124,400
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	24,500	145,000	5,500	175,000
Garfield.....	16,500	155,000	9,500	181,000
Hamilton (Miller Street).....	27,400	205,000	10,500	242,900
Hawkins Street.....	20,800	53,000	2,800	76,600
Hawthorne.....	22,000	199,000	9,500	230,500
Hawthorne Avenue District.....	11,275			11,275
John Catlin (Ann Street).....	20,100	205,000	11,000	236,100
Joseph E. Haynes (Morton Street).....	50,000	300,000	9,000	359,000
Lafayette.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	45,000	1,800	76,800
Lincoln.....	10,800	75,000	3,000	88,800
Madison.....	18,000	245,000	11,100	274,100
McKinley (Old) (Seventh Avenue).....	19,300	105,500	5,500	130,300
McKinley (New).....	35,000	119,000	6,200	160,200
Milford (Eighteenth Avenue).....	26,000	200,000	6,300	232,300
Monmouth Street.....	10,000	60,000	4,000	74,000
Monteith (Hamburg Place).....	24,000	170,000	7,500	201,500
Montgomery.....	27,000	145,000	7,000	179,000
Moses Bigelow (Fifteenth Avenue).....	40,550	254,000	15,000	309,550
Newton.....	40,300	295,000	18,500	353,800
Parker Street.....	24,000			24,000
Ridge.....	15,000	115,500	5,000	135,500
Robert Treat (Thirteenth Avenue).....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
Sixteenth Ward Site (Avon Avenue).....	18,000			18,000
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Market Street.....	20,000	58,000	3,000	81,000
South Tenth Street.....	34,750	45,000	3,600	83,350
Southern Section (Maple Avenue).....	14,500			14,500
Speedway.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	48,000	2,500	60,500
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL
FURNITURE—*Continued.*

Name of School House	Sites	Buildings	Furni- ture and Equipm't	Total
Webster	\$ 17,000	\$ 148,000	\$ 5,500	\$ 170,500
West Side	23,200	195,000	11,000	229,200
Ungraded School No. 1 (West)	10,000	16,300	1,000	27,300
Ungraded School No. 2 (East)	4,000	17,100	1,000	22,100
Open Air	1,000	3,300	600	4,900
Fawcett School of Industrial Arts	36,000	19,000	1,000	56,000
Boys' Vocational (Old)	2,000	10,000	7,000	19,000
Boys' Vocational (New)	32,800			32,800
Girls' Vocational	40,000	48,000	7,300	95,300
Binet, No. 1 (State Street)	15,000	19,000	1,500	35,500
Binet, No. 2 (Coe's Place)	5,000	20,000	2,000	27,000
Binet, No. 3 (Alvya Street)	7,000	10,000	1,000	18,000
Market Street (Medical Inspection De- partment and Clinic)	80,000	18,000	2,000	100,000
Physical Training Field	55,000	5,000	5,000	65,000
Marshall Street (Shop)	9,000	5,000	1,500	15,500
	\$2,024,875	\$9,149,600	\$603,600	\$11,778,075

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC.,
BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN
IN TABLE OF EXPENSES—1918-1919

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
DAY SCHOOLS													
Senior High													
Newark Junior College	63	\$ 44.66	\$2.23	\$2.11	\$34.60	\$	\$5.74	\$.08	\$.45	\$1.10	\$.81	\$.30	\$ 89.82
Barringer	1,366	101.82	6.54	.32	3.55	.33	1.66	1.45	.36	2.52	.64	.29	117.44
Central C. & M. T.	1,806	96.32	7.84	.52	7.03	.78	3.08	.13	.30	2.52	.64	.29	118.06
East Side C. & M. T.	592	152.56	15.90	.53	9.69	1.12	5.41	.37	.33	5.13	1.34	1.87	194.05
South Side	1,635	114.85	8.66	.43	4.57	.71	6.01	.04	.48	2.48		.04	133.27
Junior High													
Cleveland	584	46.93	2.96	.02	2.45	.01	1.22	.69	.15				54.43
Madison	388	57.50	3.63	.05	3.08	.04	1.33	.23	.10	.01		.09	66.11
Robert Treat	509	49.91	3.16	.05	2.67	.01	1.05	.40	.19				57.44
Elementary													
Abington Avenue	1,312	43.35	2.60	.13	2.71	.31	.81	.59	.07	.73	.13	.01	51.49
Alexander Street	775	36.51	2.70	.08	2.03	.16	1.46	.06	.09	.56	.27	.12	44.04
Avon Avenue	1,471	32.73	2.66	.06	1.28	.21	1.14	.27	.10	.41	.43	.05	39.34
Belmont Avenue	1,612	39.73	2.80	.12	2.09	.37	1.35	.41	.16	1.60	.44	.39	49.46
Bergen Street	1,524	33.14	2.78	.09	1.48	.29	1.63	.50	.21	1.06	.37	.06	41.61
Berkeley	981	32.29	2.54	.09	1.75	.34	1.15	.22	.12	.61	.28	.13	39.52
Bruce Street	259	31.67	2.95	.05	1.73	.77	2.92	.26	.16	4.17	.54	.58	44.63
Burnet	1,358	33.51	2.99	.05	1.45	.11	1.10	.33	.21	2.38	.45	.04	42.62
Camden Street	1,102	30.75	2.11	.05	1.24	.29	.98	.01	.06	1.34	.20	.09	37.12
Carinet	1,271	30.75	2.09	.08	1.60	.17	.88	.19	.07	1.01	.17	.16	35.86
Central Avenue	1,359	34.21	2.69	.07	1.72	.16	1.13	.40	.14	1.13	.18	.22	41.45
Charlton Street	1,415	34.82	2.47	.06	1.22	.22	1.50	.10	.06	1.35	.25	.34	42.78
Chestnut Street	830	34.07	2.77	.12	1.66	.42	1.02	.06	.15	1.34	.24	.14	41.99
Cleveland	1,443	39.46	1.53	.12	2.29	.42	1.17	.66	.14	1.10	.50	.71	48.10

BOARD OF EDUCATION

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
Dayton	57	\$34.51	\$.11	\$.09	\$2.92	\$1.29	\$3.57	\$.62	\$.15	\$2.72	\$.21	\$.38	\$45.57
Eliot	1,060	33.41	3.01	.08	1.56	.25	1.63	.08	.56	1.97	.30	.77	42.66
Elizabeth Avenue	254	32.77	4.73	.14	.74	.10	1.37	.23	.19	1.43	.19	.10	41.57
Fourteenth Avenue	1,169	32.74	2.30	.07	1.58	.27	1.169	.25	.64	1.83	.29	.10	39.76
Franklin	1,770	29.94	2.02	.06	1.20	.14	.79	.34	.69	1.98	.28	.06	33.68
Garfield	1,221	33.41	2.64	.06	1.91	.23	1.21	.35	.13	1.98	.36	.07	42.35
Hamilton	1,423	33.32	2.66	.06	1.95	.18	1.63	.37	.18	1.60	.18	.17	42.80
Hawkins Street	1,656	29.52	3.02	.08	1.26	.39	.78	.07	.69	1.70	.28	.16	37.35
Hawthorne	1,093	37.15	3.17	.09	1.97	.30	.22	.49	.18	2.04	.43	.11	45.15
John Cathin	1,830	33.95	2.36	.17	2.51	.25	1.34	.33	.13	1.50	.11	.05	42.70
Joseph E. Haynes	1,616	34.43	4.70	.06	1.64	.24	1.80	.66	.26	1.45	.45	.13	45.27
Lafayette	1,924	39.32	2.15	.14	2.58	.17	.86	.61	.21	1.30	.31	.23	47.88
Lawrence Street	258	46.29	4.59	.10	.92	.53	1.41	.65	.46	4.68	.63	.30	59.96
Lincoln	536	36.12	3.74	.07	1.64	.30	.83	.08	.68	1.42	.47	.01	44.76
Madison	1,064	42.93	2.37	.09	1.95	.40	1.05	.22	.10	1.32	.28	.20	50.91
McKinley	2,343	41.43	2.72	.07	2.04	.27	.96	.42	.12	1.53	.29	.13	49.98
Milford	1,216	30.41	3.00	.08	1.60	.27	1.92	.45	.26	2.11	.16	.12	40.48
Monmouth Street	1,041	31.08	2.40	.11	1.65	.28	1.34	.02	.11	2.41	.22	.10	39.72
Monteith	1,550	31.43	2.02	.07	1.37	.12	.91	.20	.10	1.25	.33	.09	37.89
Montgomery	1,861	36.37	2.82	.07	1.81	.27	2.01	.43	.19	1.59	.37	.06	45.62
Moses Bigelow	1,564	39.59	2.89	.08	1.52	.21	1.42	.23	.06	1.16	.37	.01	47.47
Newton	1,718	36.03	2.61	.08	1.61	.26	1.31	.35	.23	1.26	.15	.26	44.73
Ridge	642	31.86	2.61	.08	2.13	.26	1.91	.89	.18	1.19	.37	.01	40.51
Robert Treat	1,814	36.86	2.06	.10	2.25	.23	1.02	.39	.18	1.86	.45	.15	44.55
Roseville Avenue	421	35.31	3.00	.05	1.21	.30	.89	.64	.15	1.57	.26	.29	46.16
South Street	925	29.19	2.17	.05	1.36	.34	.82	.27	.21	1.46	.22	.18	36.27
South Eighth Street	1,288	37.96	2.83	.06	1.55	.25	1.85	.21	.15	1.61	.32	.25	45.50
South Market Street	1,533	37.03	3.45	.16	1.89	.50	1.63	.70	.14	5.35	.38	.25	51.48
South Tenth Street	884	33.53	2.60	.07	1.74	.23	1.12	.26	.10	.46	.17	.08	40.36
Speedway	358	35.71	3.35	.09	1.29	.32	2.03	.31	.15	1.75	.25	.02	43.52
Summer Avenue	721	35.53	2.84	.07	1.77	.29	1.32	.65	.07	1.51	.22	.13	43.54
Summer Place	349	33.45	3.49	.06	1.14	.14	1.97	.56	.07	.69	.26	.03	41.86
Sussex Avenue	933	32.81	2.14	.06	1.65	.70	.98	.13	.09	.75	.16	.16	39.63

FINANCIAL STATISTICS

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Walnut Street	306	30.03	3.92	.09	1.00	.30	1.36	.02	.11	7.83	.12	.06	45.49
Warren Street	992	28.87	2.30	.09	.97	.59	1.51	.77	.12	2.14	.44	.09	37.91
Washington Street	786	36.78	2.70	.10	1.85	.33	.98	.25	.12	1.24	.30	.32	44.97
Waverly Avenue	699	31.02	2.83	.08	1.53	.29	1.33	.09	.21	1.35	.03	.03	38.93
Webster	1,172	34.47	2.81	.08	1.77	.21	1.21	.16	.24	.61	.06	.11	41.70
West Side	1,427	41.65	2.71	.05	1.51	.25	1.06	.15	.07	.39	.21	.02	43.07
Vocational													
Boys'	187	113.63	6.23	.51	17.57	.50	1.69	3.65	1.00	.63	.36	.71	146.53
Girls'	96	148.32	18.75	1.67	31.76	1.30	8.83	4.27	.57	8.84	1.77	.73	226.81
Continuation (Part Time)	20	10.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10.00
Special													
Academy Street Ungraded	19	94.74	6.32	.25	2.80	2.63	1.89	1.03	.07	.....	.....	.....	109.73
Ungraded No. 1	45	110.38	22.70	.46	4.83	3.37	4.16	.42	.66	3.88	1.28	.23	152.27
Ungraded No. 2	40	116.43	25.50	.11	5.91	2.02	7.95	.85	.79	20.22	1.44	.....	181.22
Binet No. 1	116	96.61	10.34	.19	9.65	1.04	2.47	.97	.29	4.44	.64	.....	127.29
Binet No. 2	116	101.84	10.34	.13	4.65	1.47	4.45	.21	.18	4.18	.....	.25	127.70
Binet No. 3	67	102.22	14.33	.73	5.06	1.72	5.08	.16	.43	9.71	.90	.20	140.54
Robert Treat Binet	44	89.64	7.18	.01	4.89	1.13	.85	.34	.17	.....	.....	.....	103.21
Waverly Avenue Binet	29	91.16	6.83	.02	4.98	1.26	1.15	.08	.10	.....	.....	.08	106.26
School for the Deaf	87	199.16	15.36	.27	9.13	.46	3.05	.27	.17	6.58	.....	5.24	239.69
Robert Treat Blind	9	185.76	11.70	.....	.....	.....	.99	.38	.20	.....	.....	.....	199.03
Washington Street Blind	12	230.03	16.13	.04	23.18	.....	1.01	.25	.12	.....	.....	.....	270.76
Camden Street Open Air	29	32.60	2.87	.....	.....	.....	.83	.01	.05	.....	.....	.84	37.20
Carteret Open Air	29	35.35	3.07	.....	.....	.....	.74	.16	.06	.....	.....	.....	39.82
Elizabeth Avenue Open Air	46	72.03	34.70	.02	1.02	5.61	1.16	1.74	.58	8.72	.47	.....	136.05
Garfield Open Air	28	51.22	3.18	.....	.18	.46	1.10	.32	.11	.....	.....	.....	56.87
John Cadlin Open Air	27	39.50	4.33	.....	.64	.77	1.25	.31	.13	.....	.....	.....	46.03
Joseph E. Haynes Open Air	29	48.47	5.84	.....	.....	.24	1.54	.04	.23	.....	.....	.51	57.51
Lafayette Open Air	29	34.69	3.26	.....	.44	.20	.88	.63	.22	.05	.....	.16	40.33
Lawrence Street Open Air	28	49.50	4.09	.....	.27	.10	1.13	.04	.37	.....	.....	.05	56.15
McKinley Open Air	29	47.66	4.88	.....	.59	.50	1.02	.46	.13	.....	.....	.....	55.24
Milford Open Air	28	47.66	3.95	.....	.47	.15	1.75	.40	.23	.....	.....	.13	54.74
Montgomery Open Air	29	50.59	3.49	.....	.35	.01	1.75	.38	.17	.....	.....	.34	56.74
Moses Bigelow Open Air	29	55.06	4.01	.....	7.68	.07	1.95	.22	.06	.....	.....	.....	68.79
South Market Street Open Air	30	47.19	4.72	.....	.....	.....	1.98	.84	.18	.....	.....	.12	55.03
Class for Crippled Children	22	61.26	.....	.03	.17	.....	.....	.....	.....	.....	.....	.....	61.46
SUMMER SCHOOLS													
Senior High													
Barringer	716	6.53	.....	.03	.03	.04	.....	.....	.....	.....	.....	.....	6.68
Central C. & M. T.	722	7.03	.....	.04	.29	.....	.....	.....	.02	.....	.....	.....	7.92

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
Junior High													
Cleveland	267	\$1.93	\$.16		\$.02								\$2.17
Madison	101	5.13	.27						.01				5.41
Robert Treat	156	4.86	.17						.02				5.05
Elementary													
Alexander Street	425	3.93	.27		.22				.01				4.52
Avon Avenue	538	3.03	.20	.04	.18				.01				3.48
Bergen Street	543	3.60	.21	.01	.18				.02				4.14
Burnet	386	3.97	.30	.01	.28				.03				4.59
Canden Street	814	2.30	.16	.01	.08				.01				2.76
Cartet	484	2.48	.16	.01	.13				.01				2.79
Central Avenue	540	2.77	.15	.01	.17				.01				3.11
Charlton Street	623	3.47	.20	.01	.14				.01				3.83
Cleveland	748	3.87	.17	.03	.13				.01				4.21
Eliot	342	3.65	.21	.01	.21				.02				4.10
Fourteenth Avenue	467	3.41	.20	.01	.24				.01				3.87
Franklin	763	2.66	.14	.01	.08				.01				2.89
Hanston	380	3.50	.20	.01	.20				.02				3.93
Hawkins Street	167	4.16	.31	.01	.24				.01				4.73
Hawthorne	398	3.16	.20	.01	.18				.02				3.57
John Catlin	570	2.31	.12	.01	.07				.01				2.52
Joseph E. Haynes	523	3.32	.32	.02	.19				.03				4.13
Madison	349	5.20	.24	.01	.30				.01				5.76
Milford	449	3.83	.27	.01	.21				.03				4.35
Monmouth Street	574	3.39	.19	.01	.14				.01				3.74
Monteith	435	3.41	.22	.01	.23				.01				3.88
Moses Bigelow	424	3.56	.21	.01	.20				.01				3.99
Robert Treat	500	3.60	.22	.01	.14				.02				3.99
South Street	132	5.43	.41	.01	.25				.03				6.13
South Eighth Street	471	3.78	.23	.01	.24				.02				4.23
South Tenth Street	267	4.80	.16	.01	.50				.01				5.48

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Free Public Library, Newark, N. J.

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
Joseph E. Haynes.....	24	\$28.67	\$1.30	.....	.....	\$ .10	\$.37	\$.01	\$.04	.....	.....	.....	\$20.39
Robert Treat.....	61	23.28	1.13	.....	.....	.12	.07	.03	.02	.....	.....	.....	24.80
Fawcett School of Indust'l Arts.....	530	28.91	2.15	\$.29	\$1.81	.....	.61	1.82	.....	\$ .82	\$.12	\$.10	36.77
Special													
Americanization Classes.....	122	7.99	.01	.01	.46	.....	.88	.43	.06	.....	.....	.....	9.35
School for the Deaf.....	39	26.67	.98	.01	.....	.....	.....	.....	.....	.....	.....	.....	28.15
Special Activities													
Playgrounds	10,294	1.42	.07	.....	.....	.01	.....	.....	.02	.01	.....	.....	1.53
DAY SCHOOLS													
High	4,697	109.12	8.48	.48	6.37	.74	3.73	.51	.36	2.47	.64	.47	133.37
Junior High	1,481	50.72	3.22	.02	2.69	.01	1.13	.47	.15	.01	.....	.02	58.44
Elementary	57,141	34.89	2.62	.08	1.76	.28	1.28	.80	.15	1.35	.28	.18	43.17
Vocational	203	117.12	9.82	.85	20.91	.72	3.84	3.61	.80	3.19	.78	.67	162.31
Special	993	94.96	10.93	.15	4.33	1.12	2.55	.46	.26	3.63	.37	.68	119.44
Summer High	1,438	7.08	.....	.04	.16	.....	.....	.....	.03	.....	.....	.02	7.33
Summer Junior High	524	3.45	.01	.....	.01	.....	.....	.....	.01	.....	.....	.....	3.47
Summer Elementary	14,889	3.33	.20	.01	.17	.....	.....	.....	.01	.....	.....	.....	3.72
EVENING SCHOOLS													
High	1,639	23.42	1.05	.06	3.32	.14	.71	.17	.04	.....	.....	.01	28.95
Elementary	2,536	12.97	.94	.06	4.47	.09	.16	.05	.02	.....	.....	.....	13.76
Vocational	1,139	25.06	1.55	.10	1.15	.11	.31	.05	.05	.37	.05	.05	28.91
Special	161	6.46	.24	.....	.01	.....	.21	.10	.....	.....	.....	.....	7.03
SPECIAL ACTIVITIES	10,294	1.42	.07	.....	.....	.01	.....	.....	.02	.01	.....	.....	1.53

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1918-1919

SCHOOLS	Text Books and Apparatus		Stationery		Paper		Laboratory Supplies		Mechanics		Domestic Art		Domestic Art		Wood Working		Machine Shop Supplies		Miscellaneous		Printing		Drawing Supplies		Totals	
	Average Enroll.		Cost		Rate		Cost		Rate		Cost		Rate		Cost		Rate		Cost		Rate		Cost		Rate	
	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY SCHOOLS																										
Senior High																										
North Junior College	68	\$2,007.34	\$29.81	\$ 12.02	\$ 17.82	\$ 25.90	\$ 19.88	\$ 28.85	\$ 292.71	\$ 4.30	\$ 41.80	\$ 7.71	\$ 14.27	\$ 1.39	\$ 26.19	\$ 4.06	\$ 201.25	\$ 4.40	\$ 277.57	\$ 4.10	\$ 132.15	\$ 2.11	\$ 22.40	\$.02	\$2,312.84	\$30.71
Barringer	1,406	1,300.00	1.35	432.49	1.35	18.88	1.35	13.50	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Central C. & M. T.	1,348	1,300.00	4.15	571.61	4.15	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
East Side C. & M. T.	1,348	1,300.00	5.86	384.61	5.86	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
South Side	1,348	1,300.00	2.31	317.36	2.31	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Junior High																										
Cleveland	584	985.00	1.65	107.11	1.65	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Madison	584	985.00	1.65	107.11	1.65	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Robert Treat	584	985.00	1.65	107.11	1.65	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Elementary																										
Albion Avenue	1,452	1,302.77	.81	203.77	.81	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35
Alexander Street	779	709.86	.92	139.73	.92	1.35	1.35	1.35	1.35	1.35	1.35	1.35	1.35													

FINANCIAL REPORT
OF THE
BOARD OF EDUCATION

NEWARK, N. J., July 29, 1920.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1919, and ending June 30, 1920:

RECEIPTS.

STATE.

Appropriations	\$1,227,146.73
Railroad Tax	399,289.50
Vocational	70,484.20
Manual Training	5,363.44
	<hr/>
	\$1,702,283.87

MUNICIPAL.

Balance from June 30, 1919.....	\$1,098,599.52
Tax Ordinance	2,758,000.00
Interest	28,985.83
Cash deposited with Custodian....	564,165.93
Interest on Bequest.....	240.00
Truancy Fines	60.00
	<hr/>
	4,450,051.28
Total.....	<hr/>
	\$6,152,335.15

EXPENDITURES.

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secretary's Department.....	\$ 24,375.18	\$ 20,587.46	\$ 3,787.72
Legal Services.....	4,345.00	4,345.00	
Business Manager's Department— (Repair Division).....	37,218.88	33,349.45	3,869.43
(Supply Division).....	42,567.00	42,191.63	375.37
Superintendent of Schools' Department	51,471.39	42,534.18	8,937.21
Attendance Department	37,261.00	37,067.65	193.35
Other Expenses.....	10,994.31	9,473.66	1,520.65
Total.....	\$ 208,232.76	\$ 189,549.03	\$ 18,683.73
INSTRUCTION			
Teachers' Salaries.....	\$3,661,585.55	\$3,661,585.55	
Text Books.....	43,745.59	43,605.65	\$ 139.94
Apparatus.....	31,001.70	31,001.70	
Instruction Supplies.....	130,630.47	130,630.47	
Other Expenses.....	37,412.88	37,305.08	107.80
Total.....	\$3,904,376.19	\$3,904,128.45	\$ 247.74
OPERATION			
Janitors' Salaries.....	\$ 254,779.18	\$ 254,696.13	\$ 83.05
Janitors' Supplies.....	12,546.48	10,908.40	1,638.08
Fuel.....	108,772.55	108,772.55	
Water.....	14,388.53	9,372.58	5,015.95
Light and Power.....	54,025.79	33,267.92	20,757.87
Other Expenses.....	5,852.09	5,852.09	
Total.....	\$ 450,364.62	\$ 422,869.67	\$ 27,494.95
MAINTENANCE			
Repairs to Buildings.....	\$ 88,776.12	\$ 82,958.92	\$ 5,817.20
Repairs and Replacements.....	21,324.93	21,086.69	238.24
Ordinary Supplies.....	18,375.36	8,727.99	9,647.37
Insurance.....	6,079.27	6,079.27	
Other Expenses.....	1,633.26	1,133.36	494.90
Total.....	\$ 136,188.94	\$ 119,991.23	\$ 16,197.71
AUXILIARY AGENCIES			
Medical Inspection Department.....	\$ 63,109.15	\$ 63,006.30	\$ 102.85
Libraries.....	10,265.44	10,003.43	262.01
Transportation of Pupils.....	4,588.16	2,957.56	1,630.60
Food for Special Schools.....	12,994.05	12,994.05	
Total.....	\$ 90,956.80	\$ 88,961.34	\$ 1,995.46
MISCELLANEOUS			
Leasing of School Buildings.....	\$ 1,200.00	\$ 337.50	\$ 862.50
Other Expenses.....	613.16	613.16	
Total.....	\$ 1,813.16	\$ 950.66	\$ 862.50
CAPITAL OUTLAY			
Alterations and Improvements.....	\$ 157,071.79	\$ 57,952.62	\$ 99,119.17
Equipment of New Buildings.....	2,973.28	1,048.41	1,924.87
Equipment of Old Buildings.....	30,368.83	29,219.61	1,149.22
Equipment of Departments.....	4,755.68	2,843.26	1,912.42
Land.....	* 164,912.17	11,423.00	153,489.17
New Buildings.....	†1,000,320.93	137,329.74	862,991.19
Total.....	\$1,360,402.68	\$ 239,816.64	\$1,120,586.04

SUMMARY

	Appropriations	Expenditures	Balances
Administration	\$ 208,232.76	\$ 189,549.03	\$ 18,683.73
Instruction	3,904,376.19	3,904,128.45	247.74
Operation	450,364.62	422,869.67	27,494.95
Maintenance	136,188.94	119,991.23	16,197.71
Auxiliary—Agencies	90,956.80	88,961.34	1,995.46
Miscellaneous	1,813.16	950.66	862.50
Capital Outlay	1,360,402.68	239,816.64	1,120,586.04
Grand Total	\$6,152,335.15	\$4,966,267.02	\$1,186,068.13

* Land \$38,184.89 unapportioned included.

† Buildings 43,442.19 unapportioned included.

\$81,627.08

	Appropriations	Expenditures	Balances
Current Expenses	\$4,987,102.05	\$4,817,514.28	\$ 169,587.77
Construction	1,165,233.10	148,752.74	1,016,480.36
	\$6,152,335.15	\$4,966,267.02	\$1,186,068.13

CONSTRUCTION ACCOUNT.

RECEIPTS.

Balance from June 30, 1920.....	\$ 609,785.88
Sale of Normal School.....	500,000.00
Cash deposited with Custodian.....	34,890.83
Interest	20,556.39
	<u>\$1,165,233.10</u>

EXPENDITURES.

LAND

	Appropriations	Expenditures	Balances
Hawthorne School District.....	\$ 4,305.94	.....	\$ 4,305.94
South Tenth Street School— (Additional ground).....	10,931.50	.....	10,931.50
Open Air School Site.....	20,000.00	.....	20,000.00
Ungraded School Site.....	10,000.00	.....	10,000.00
Alexander St. School (Additional ground).....	50,714.84	\$ 17.00	50,697.84
Franklin School (Additional ground).....	30,000.00	10,631.00	19,369.00
Elizabeth Avenue School District Site.....	750.00	750.00	.....
Robert Treat School (Additional ground).....	25.00	25.00	.....
Unapportioned	38,184.89	.....	38,184.89
Total.....	\$164,912.17	\$ 11,423.00	\$153,489.17

BUILDINGS

	Appropriations	Expenditures	Balances
Madison School House Addition.....	\$ 4,562.25	\$ 4,562.25	.....
Moses Bigelow School House Addition.....	6,425.10	6,425.10	.....
East Side C. & M. T. High School House Addition	3,220.00	3,220.00	.....
Seymour Vocational School.....	122,671.39	4,966.26	\$ 117,705.13
Berkeley School House Addition.....	275,000.00	78,200.99	196,799.01
Alexander Street School House Addition....	145,000.00	12,745.87	132,254.13
Franklin School House Addition.....	400,000.00	27,209.27	372,790.73
Unapportioned	43,442.19	.....	43,442.19
Total.....	\$1,000,320.93	\$ 137,329.74	\$ 862,991.19

SUMMARY

	Appropriations	Expenditures	Balances
Land	\$ 164,912.17	\$ 11,423.00	\$ 153,489.17
Buildings	1,000,320.93	137,329.74	862,991.19
Grand Total.....	\$1,165,233.10	\$ 148,752.74	\$1,016,480.36

R. D. ARGUE, *Secretary.*

FINANCIAL REPORT

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ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

JUNE 30, 1920

Name of School House	Sites	Buildings	Furniture and Equip'm't	Total
Barringer High.....	\$ 82,000	\$ 285,000	\$ 33,300	\$ 400,300
Central C. & M. T. High.....	66,600	585,600	74,000	726,200
East Side C. & M. T. High.....	43,000	393,000	56,200	492,200
South Side High.....	52,000	365,000	45,000	462,000
West Side High.....	50,000	.....	.....	50,000
Abington Avenue.....	13,200	160,000	11,000	184,200
Alexander Street.....	9,600	62,000	3,300	74,900
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Berkeley (Peshine Avenue).....	12,800	105,000	6,000	123,800
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	59,000	3,400	82,400
Carteret (Oliver Street).....	12,000	170,000	8,500	190,500
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	100,000	5,000	137,000
Chestnut Street.....	22,000	51,000	3,600	76,600
Cleveland.....	22,000	255,000	15,000	292,000
Dayton.....	3,000	2,500	300	5,800
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elizabeth Avenue District.....	28,800	.....	.....	28,800
Eliot.....	20,400	100,000	4,000	124,400
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	35,000	145,000	5,500	185,500
Garfield.....	16,500	155,000	9,500	181,000
Hamilton (Miller Street).....	27,400	205,000	10,500	242,900
Hawkins Street.....	20,800	53,000	2,800	76,600
Hawthorne.....	22,000	199,000	9,500	230,500
Hawthorne Avenue District.....	11,275	.....	.....	11,275
John Catlin (Ann Street).....	20,100	205,000	11,000	236,100
Joseph E. Haynes (Morton Street).....	50,000	300,000	9,000	359,000
Lafayette.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	45,000	1,800	76,800
Lincoln.....	10,800	75,000	3,000	88,800
Madison.....	18,000	245,000	11,100	274,100
McKinley (Old) (Seventh Avenue).....	19,300	105,500	5,500	130,300
McKinley (New) (Eighth Avenue).....	35,000	119,000	6,200	160,200
Milford (Eighteenth Avenue).....	26,000	200,000	6,300	232,300
Monmouth Street.....	10,000	60,000	4,000	74,000
Monteith (Hamburg Place).....	24,000	170,000	7,500	201,500
Montgomery.....	27,000	145,000	7,000	179,000
Moses Bigelow (Fifteenth Avenue).....	40,550	254,000	15,000	309,550
Newton.....	40,300	295,000	18,500	353,800
Parker Street.....	24,000	.....	.....	24,000
Ridge.....	15,000	115,500	5,000	135,500
Robert Treat (Thirteenth Avenue).....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
Sixteenth Avenue Site (Avon Avenue).....	18,000	.....	.....	18,000
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Market Street.....	20,000	58,000	3,000	81,000
South Tenth Street.....	34,750	45,000	3,600	83,350
Southern Section (Maple Avenue).....	14,500	.....	.....	14,500
Speedway.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	48,000	2,500	60,500
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster.....	17,000	148,000	5,500	170,500

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL
FURNITURE—*Continued.*

JUNE 30, 1920

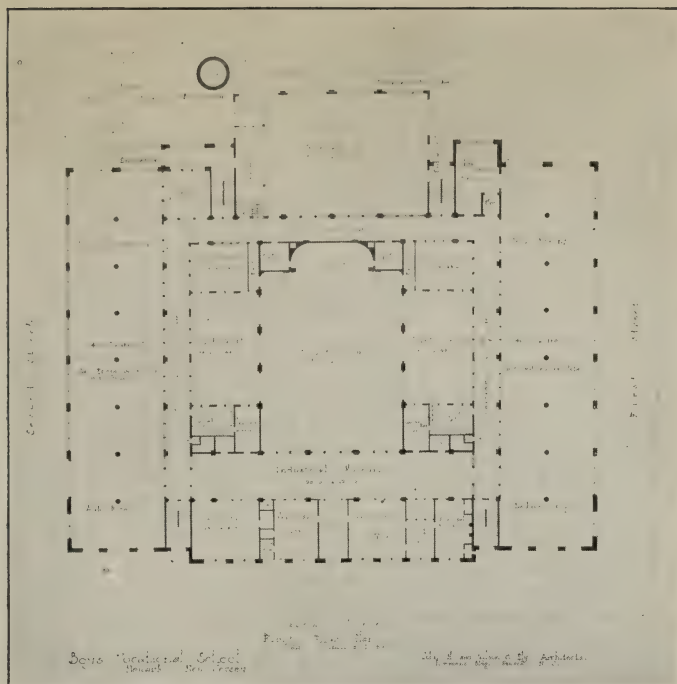
Name of School House	Sites	Buildings	Furni- ture and Equipm't	Total
West Side.....	\$ 23,200	\$ 195,000	\$ 11,000	\$ 229,200
Ungraded No. 1 (West).....	10,000	16,300	1,000	27,300
Ungraded No. 2 (East).....	4,000	17,100	1,000	22,100
Open Air.....	1,000	3,300	600	4,900
Fawcett School of Industrial Arts.....	36,000	19,000	1,000	56,000
Boys' Vocational (Old).....	2,000	10,000	7,000	19,000
Seymour Vocational (New).....	32,800	.....	.....	32,800
Girls' Vocational.....	40,000	43,000	7,300	95,300
Binet No. 1 (State Street).....	15,000	19,000	1,500	35,500
Binet No. 2 (Coe's Place).....	5,000	20,000	2,000	27,000
Binet No. 3 (Alvea Street).....	7,000	10,000	1,000	18,000
Market Street (Medical Inspection De- partment and Clinic).....	80,000	18,000	2,000	100,000
Physical Training Field.....	55,000	5,000	5,000	65,000
Marshall Street (Shop).....	9,000	5,000	1,500	15,500
Total.....	\$1,945,375	\$3,881,600	\$537,100	\$11,414,075

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC.,
BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN
IN TABLE OF EXPENSES—1919-1920

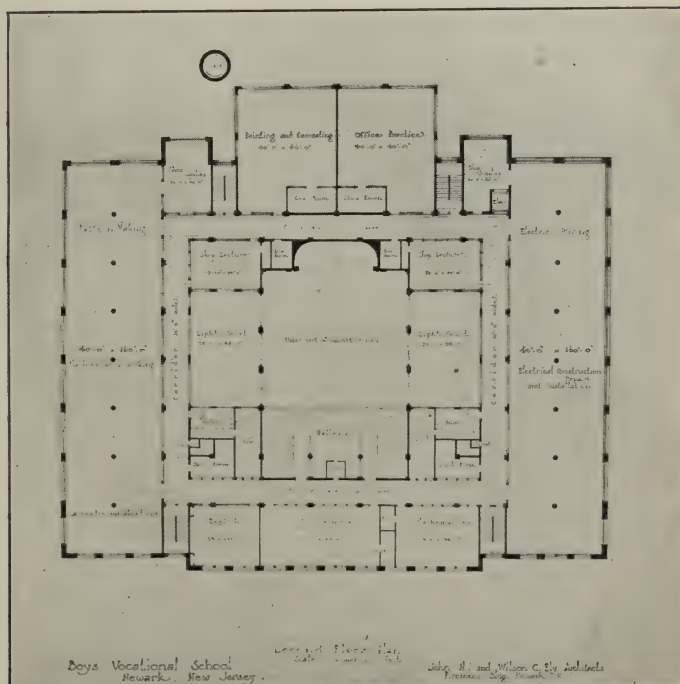
SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements and	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses—	Maintenance—Other Expenses—	Totals
DAY SCHOOLS																			
Senior High																			
Newark Junior College	109	\$208.92	\$6.33	\$2.41	\$76.15	\$	\$5.87	\$.15	\$.42	\$.32		\$.15			\$1.44	\$.03	\$.26	\$.02	\$300.57
Barringer	1,388	105.69	5.67	.41	4.26	.53	1.69	1.66	.28	.84		.46			1.53	.02	.28	.01	122.93
Central C. & M. T.	1,838	108.40	9.08	1.02	9.18	.57	2.70	.06	.14	1.88		.71		\$.01	2.46	.04	.71	.02	135.34
East Side C. & M. T.	736	143.34	15.29	.59	11.53	.77	4.38	.16	.29	2.50		.07		.01	2.36	.03	.51	.02	182.87
South Side	1,079	122.21	9.47	.44	5.34	.89	4.00	.10	.28	2.44		.37						.02	149.44
Junior High																			
Cleveland	626	51.58	1.77	.29	3.31	.05	.85	.30	.09	.20		.03				.04	.03	.01	58.46
Madison	395	65.38	3.13	.12	4.04							.13							72.80
Robert Treat	478	58.92	1.92	.24	2.25	.03													63.86
Elementary																			
Abington Avenue	1,369	52.51	2.61	.12	3.40	.16	1.02	.28	.05	.48		.02				.05	.09	.01	61.00
Alexander Street	688	49.83	3.36	.15	2.43	.30	1.43	.11	.09	1.67		.29				.07	.04	.02	59.79
Avon Avenue	1,475	40.03	2.91	.07	1.92	.22	1.23	.37	.07	.51		.13				.05	.02	.01	47.54
Belmont Avenue	1,562	48.71	3.06	.13	2.60	.20	1.24	.21	.12	1.15		.65				.07	.09	.02	58.25
Bergen Street	1,559	41.00	3.35	.07	1.93	.26	.69	.25	.10	1.38		.18				.06	.04	.01	49.41
Berkeley	984	39.85	3.35	.10	1.93	.41	1.34	.41	.08	.86		.01				.07	.01	.02	48.31
Berkeley	927	42.76	4.90	.04	1.54	.66	3.78	1.25	.13	3.11		.07				.08	.20		58.31
Bruce Street	927	41.78	3.97	.08	2.65	.23	1.80	.60	.14	1.98		.12				.06	.04	.01	53.13
Burnet	1,296	38.33	2.35	.10	1.84	.08	1.24	.04	.05	.95		.31				.06	.06	.02	45.39
Camden Street	1,066	37.58	2.23	.09	2.21	.25	1.24	.28	.06	.61		.17				.08	.04	.01	44.12
Carteret	1,311	43.03	2.02	.09	2.73	.21	1.38	.24	.09	1.29		.21				.09	.04	.03	52.23
Central Avenue	1,532	43.02	2.82	.10	2.04	.23	1.48	.14	.06	.42		.18				.04	.03	.03	50.44
Charlton Street	1,368	40.44	2.08	.10	1.87	.23	1.74	.09	.13	1.01		.08				.05	.12	.02	48.46
Chestnut Street	851	40.44	2.08	.10	1.87	.23	1.74	.09	.13	1.01		.08				.05	.12	.02	48.46
Cleveland	1,368	51.84	2.38	.08	3.14	.22	.91	.32	.09	.49		.16		.61		.05	.06		59.75

BOARD OF EDUCATION

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Totals
Dayton	59	\$22.21	\$11.74	\$.08	\$22.22	\$.62	\$8.31	\$.	\$.14	\$.96	..	\$1.42	..	..	..	\$ .20	\$.	..	\$22.90
Elliot	1,042	41.16	3.36	.08	2.13	.13	2.26	.18	.05	.79	..	.42	..	..	..	.05	..	..	50.75
Elizabeth Avenue	263	37.13	5.09	.10	1.08	.30	1.47	.10	.19	.87	..	.21	..	..	..	.13	..	..	46.78
Fourteenth Avenue	1,211	38.24	2.44	.10	2.04	.29	1.39	.23	.04	.82	..	.13	..	..	..	.05	..	..	45.85
Franklin	1,833	36.45	2.10	.06	1.00	.13	.98	.20	.04	.64	..	.14	..	..	..	.03	.07	.01	42.75
Garfield	1,166	42.65	3.06	.08	2.29	.27	2.04	.53	.18	.93	..	.32	..	..	..	.06	.10	.02	52.53
Hamilton	1,433	41.02	2.89	.09	2.16	.20	1.64	.43	.14	.89	..	.16	..	..	..	.05	.06	.01	50.01
Hawkins Street	662	345.09	3.32	.03	1.50	.21	1.30	.11	.09	1.43	..	.18	..	..	..	.09	.05	.01	353.46
Hawthorne	1,120	43.21	3.35	.09	2.21	.33	2.89	.34	.20	1.26	..	.20	..	..	..	.07	.05	.06	54.26
John Catlin	1,827	42.50	2.60	.09	2.68	.22	1.48	.41	.17	.97	..	.15	..	..	..	.04	.07	.01	51.68
Joseph E. Haynes	1,585	42.36	5.60	.09	2.36	.23	1.85	.48	.00	.46	..	.16	..	..	..	.05	.19	.01	53.93
Lafayette	1,980	49.36	2.21	.14	3.43	.16	.96	.35	.17	.77	..	.07	..	..	..	.04	.05	.01	57.12
Lawrence Street	244	50.65	5.36	.09	1.87	.30	2.99	.38	.31	3.97	..	.59	..	..	..	.16	.11	.09	66.87
Lincoln	537	42.87	4.14	.09	1.85	.11	1.67	.11	.06	1.76	..	.49	..	..	..	.09	.05	.01	53.30
Madison	1,079	55.32	3.06	.09	3.26	.25	1.52	.21	.08	1.62	..	.38	..	..	..	.06	.08	.01	66.38
McKinley	2,329	50.49	3.19	.08	2.79	.31	1.10	.28	.08	.86	..	.02	..	..	..	.10	.08	.01	60.67
Millford	1,232	37.94	3.28	.09	2.28	.41	2.09	.67	.13	.75	..	.06	..	..	..	.05	.07	.01	48.26
Monmouth Street	1,020	39.32	2.71	.09	1.69	.37	1.00	.16	.07	1.12	..	.06	..	..	..	.05	.12	.03	47.49
Monteleith	1,530	43.67	2.26	.07	2.55	.12	1.20	.15	.14	.84	..	.16	..	..	..	.07	.02	.01	51.26
Montgomery	832	45.07	3.24	.10	2.03	.20	1.29	.52	.16	.72	..	.12	..	..	..	.06	.05	.01	54.04
Moses Bigelow	1,667	36.90	2.90	.07	2.00	.30	1.59	.34	.03	.98	..	.08	..	..	..	.05	.03	.01	45.28
Newton	1,680	44.50	2.81	.07	2.44	.24	1.68	.21	.21	.71	..	.48	..	..	..	.06	.04	.03	53.90
Ridge	647	42.17	3.98	.11	2.64	.34	1.79	.63	.24	.30	..	.17	..	..	..	.04	.04	.03	53.61
Robert Treat	1,830	44.53	2.83	.09	2.49	.24	1.35	.29	.15	.92	..	.34	..	..	..	.03	.04	.01	53.31
Roseville Avenue	330	47.68	3.67	.10	1.65	.18	1.21	.09	.09	.37	..	.08	..	..	..	.08	.07	.01	55.28
South Eighth Street	996	33.84	2.27	.05	1.61	.14	1.15	.28	.06	.95	..	.67	..	..	..	.05	.03	.02	41.12
South Eighth Street	1,250	45.08	3.19	.08	1.91	.22	1.26	.10	.09	.72	..	.41	..	..	..	.05	.08	.03	53.21
South Market Street	597	40.63	3.46	.14	3.21	.55	2.10	.91	.13	2.64	..	.28	..	..	..	.11	.05	.07	54.28
South Tenth Street	872	40.49	2.91	.14	2.35	.21	.91	.16	.04	.99	..	.30	..	..	..	.04	.12	.01	48.61
Speedway	329	48.78	4.15	.09	1.88	.27	2.67	.35	.14	.35	..	.04	..	..	..	.11	.10	.01	58.99
Summer Avenue	765	42.64	2.93	.11	2.26	.17	1.53	.11	.14	1.79	..	.11	..	..	..	.06	.14	.07	51.98
Summer Place	362	40.42	3.82	.11	1.40	.22	2.44	.42	.08	.44	..	.10	..	..	..	.08	.07	.01	49.60
Sussex Avenue	910	40.16	2.43	.12	2.14	.14	1.03	.22	.11	.89	..	.15	..	..	..	.06	.04	.01	47.50



FIRST FLOOR PLAN OF SEYMOUR VOCATIONAL SCHOOL



SECOND FLOOR PLAN OF SEYMOUR VOCATIONAL SCHOOL

[illegible]

[illegible]

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Totals
Vocational																			
Boys'	156	\$29.71	\$1.10	\$.08	\$3.56	\$.48	\$.98	\$4.23	\$.15	\$.45		\$.03			\$.05		\$.03		\$10.29
Fawcett School Indust Arts	719	21.19	2.71	.31	1.76	.26	.82	1.70	.02										29.33
Special																			
School for the Deaf	57	33.51		.01	.18														33.70
SPECIAL ACTIVITIES																			
Playgrounds	10,294	1.55	.08	.01		.05			.03	.91		.06				\$.01	.01		1.81
Americanization Classes	50			.08	.44														.32
DAY SCHOOLS																			
Senior High	5,150	117.68	9.07	.70	8.79	.63	3.01	.51	.23	1.77	.23	.38		\$.01	1.78	.03	.38	\$.02	145.22
Junior High	1,489	57.56	2.18	.19	3.16	.03	.13	.13	.04	.08		.05				.02	.01	.01	63.82
Elementary	57,036	42.67	2.97	.09	2.28	.23	1.37	.29	.11	.95	.08	.26	\$.01	.01		.06	.06	.02	51.66
Vocational	329	134.37	10.37	.61	21.79	1.12	2.36	3.11	.52	2.40		1.55			.09	.04	.25	.02	179.20
Special	1,043	113.25	11.25	.17	5.13	1.94	3.01	.82	.23	2.66	.07	.73	12.46	2.36		.23	.17	.06	154.54
SUMMER SCHOOLS																			
Senior High	1,362	10.45		.06	.27	.01			.04										10.83
Junior High	524	4.64			.07														4.71
Elementary	14,889	4.06	.21	.01	.33	.01			.02							.01			4.65
EVENING SCHOOLS																			
High	2,406	20.09	.69	.10	2.93	.06	1.10	.71	.09							.01			25.12
Elementary	2,622	18.82	.77	.12	1.18	.20	1.30	2.54	.11									.01	25.03
Vocational	826	42.53	3.10	.25	2.68	.39	1.81	2.92	.11						.04		.02		53.16
Special	37	33.46		.01													.01		33.48
SPECIAL ACTIVITIES	10,344	2.38	.22	.01	.02	.11	.01	.01	.04	.18	.01	.08				.01			3.08

TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1919-1920

Sixty-Third and Sixty-Fourth Annual Reports of the Superintendent of Schools

To the Honorable, the Board of Education of the City of Newark, N. J.

GENTLEMEN:—I have the honor to submit herewith the combined sixty-third and sixty-fourth annual reports of the public schools of the City of Newark, the statistical tables being for the years ending June 30, 1919, and June 30, 1920, respectively. The reports for the years 1916-17 and 1917-18 were thus combined, owing to unusual conditions due to the war: the report of 1918-19 was delayed because of a continuation of war activities and because of a combination of circumstances which made delay necessary. I am glad to say that the report of 1919-20 is on time. Subsequent reports, it is hoped, will be ready, as in the period before the war, soon after the close of each school year.

REORGANIZATION OF THE ADMINISTRATIVE FORCE

The Board of Education combined the Repair, the Construction, and the Engineering Departments on August 1, 1919, by reorganizing them into one department under a Business Manager. The underlying reason for this consolidation was to secure greater financial economy in the operation of the school system. Mr. Cephas I. Shirley, Assistant Superintendent in charge of Vocational Education, was appointed as the first Business Manager. Mr. Shirley's training is that of an engineer. This combined with his experience in the manufacturing world and in the school system as principal of the Fawcett School of Industrial Arts and as Vocational Assistant Superintendent, furnishes an admirable equipment for this important office.

The organization under which the school system is now managed has three divisions—one, that of accountancy,

under the Secretary of the Board; another, that of the repair and construction of buildings, and the employment and direction of janitors, under the Business Manager; and the third, that of the educational management and administration of the schools, including the Departments of Attendance and Medical Inspection, under the Superintendent of Schools.

There has been much discussion in educational journals and in conferences and conventions of school men about the best method of school organization and administration. Some have advocated placing matters, both business and educational, under the immediate charge of the Superintendent of Schools in order to simplify administration and to secure for the educational system the best service. All school officials acknowledge in these days that the schools are maintained to educate children; that the educational purpose must be dominant; that those concerned in the management of the schools must have this purpose ever in mind. Under the plan inaugurated, which is the same as that embodied in the New Jersey School Law, cooperation between the heads of departments should achieve the great purpose in the minds of all interested in educational progress.

AN ADMINISTRATION BUILDING

The conditions now existing in the offices of the Board of Education show the pressing need of additional space where the Board and its departments may be suitably and adequately accommodated. The room formerly used as a meeting place for the Board was too crowded with the desks of clerks and stenographers. Another objection, quite as important, was that the passing of trolleys made it impossible, during a large part of the year, for those attending the meetings to hear what was said. The room now used for the meetings of the Board is an ante-room, intended primarily as a waiting room for those desiring to interview the President or the Secretary. It is too small for the purpose and the ventilation is insufficient. The administrative departments are not all unduly crowded at the

present time, although they would doubtless be glad to have more spacious and convenient quarters. It is a matter of a short time only before the increase in the several staffs will make it necessary to have additional room.

It is in the department of the Superintendent of Schools where the greatest inconvenience is apparent. Each assistant superintendent must share his office with some one else. The supervisors, instead of each having a room, are crowded together, six in one room, six in another, and five, with a stenographer, in a third. Besides the crowding, it is necessary to place supervisors doing similar work in different locations. The director of manual arts, with two of his assistants, is in an office on the fourth floor in the rear of another office. They share this small room with persons belonging to another department of the city government. One supervisor of the manual arts department is on the same floor at the front of the building and other supervisors are on the floor below. This is injurious to the morale and to the unity of the department. It cannot do its best work under such conditions. In addition, the crowding makes it impossible for teachers to consult either superintendents or supervisors with any degree of comfort or satisfaction. A private interview is hardly obtainable and teachers are ceasing to come to the offices for consultation. There is no chance for the display or exhibition of type work, which formerly constituted one of the means of stimulating the efforts of the schools. The handicap upon the work of supervision is apparent to all familiar with the unfavorable conditions under which the supervisors are now working. The argument that supervisors and superintendents do not need more room because they are in their offices for only a short time each day or for only designated days each week is not valid. It might be urged with equal claim for consideration that rails are not necessary because trains are not on them all the time.

Temporary relief can be obtained by renting offices outside the City Hall and transferring the department of manual arts thereto, together with the supervisor of pen-

manship, and two or more of the assistant superintendents. This may be necessary, but it is regrettable. It divides the Superintendent's staff even more than it is now divided, causing less satisfactory conditions for united and cooperative supervision of the schools. The only real solution of the problem is the construction of an administration building for the Board of Education. The chief arguments for such action are not all for the benefit of the educational system. The growth of the various departments of the city government will in time, not far distant, make it necessary for them to use the rooms now occupied by the Board of Education. While this is true, the compelling reason is that the educational needs of a growing city require a separate administration building, particularly to improve the conditions under which the Superintendent's department is now working.

Such an administration building should be constructed to house not only the Departments of the Secretary and the Business Manager, but the Department of the Superintendent with its sub-divisions, the Department of Compulsory Attendance, and the Department of Medical Inspection with its offices and clinics. In a few years the Department of Vocational Education, with the Bureau of Vocational Guidance, now housed outside, must have accommodations under the same roof with the other divisions of the Superintendent's Department. The advantages of such a building are too numerous and too obvious to warrant enumeration or discussion. Newark has reached the stage in her growth and development when such a building is as necessary as in other cities of her class that long ago constructed office buildings for their Boards of Education.

ENROLLMENT AND COMMENTS

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE
YEAR JUNE 27, 1919, COMPARED WITH SIMILAR ENROLL-
MENT FOR THE PRECEDING YEAR, AND INCLUDING
HALF-DAY CLASSES

SCHOOL	1918	1919	Increase	Decrease	Half-day Classes	
					Num- ber	Enroll- ment
Junior College.....		78	78	.....	.....	.....
Barringer High.....	1,207	1,292	85	.....	.....	.....
Central C. & M. T. High..	1,647	1,775	128	.....	.....	.....
East Side C. & M. T. High	550	611	61	.....	.....	.....
South Side High.....	1,066	1,019	.....	47	.....	.....
Cleveland Junior High.....	603	574	.....	29	.....	.....
Madison Junior High.....	381	394	13	.....	.....	.....
Robert Treat Junior High..	466	510	44	.....	.....	.....
Abington Avenue.....	1,304	1,405	101	.....	.....	.....
Alexander Street.....	769	721	.....	48	4	139
Avon Avenue.....	1,379	1,426	47	.....	.....	.....
Belmont Avenue.....	1,686	1,630	.....	56	.....	.....
Bergen Street.....	1,456	1,479	23	.....	.....	.....
Berkeley.....	893	943	50	.....	8	287
Bruce Street.....	258	246	.....	12	.....	.....
Burnet.....	1,300	1,291	.....	9	2	69
Camden Street.....	1,098	1,110	12	.....	.....	.....
Carteret.....	1,199	1,250	51	.....	.....	.....
Central Avenue.....	1,308	1,336	28	.....	4	163
Charlton Street.....	1,471	1,384	.....	87	.....	.....
Chestnut Street.....	749	826	77	.....	.....	.....
Cleveland, Elementary.....	1,420	1,374	.....	46	.....	.....
Dayton.....	54	59	5	.....	.....	.....
Eliot.....	944	1,038	94	.....	2	63
Elizabeth Avenue.....	250	245	.....	5	.....	.....
Fourteenth Avenue.....	1,160	1,142	.....	18	.....	.....
Franklin.....	1,690	1,741	51	.....	14	591
Garfield.....	1,151	1,172	21	.....	.....	.....
Hamilton (Miller Street).....	1,368	1,376	8	.....	.....	.....
Hawkins Street.....	698	661	.....	37	.....	.....
Hawthorne.....	1,094	1,039	.....	55	.....	.....
John Catlin.....	1,799	1,784	.....	15	.....	.....
Joseph E. Haynes.....	1,570	1,568	.....	2	.....	.....
Lafayette.....	1,919	2,083	164	.....	.....	.....
Lawrence Street.....	274	265	.....	9	.....	.....
Lincoln.....	539	516	.....	23	.....	.....
McKinley.....	2,485	2,445	.....	40	.....	.....
Madison, Elementary.....	1,114	1,042	.....	72	.....	.....
Milford.....	1,216	1,238	22	.....	.....	.....
Monmouth Street.....	1,046	1,037	.....	9	.....	.....
Monteith (Hamburg Place)	1,499	1,483	.....	16	6	234
Montgomery.....	878	824	.....	54	.....	.....
Moses Bigelow.....	1,232	1,525	293	.....	.....	.....
Newton.....	1,807	1,768	.....	39	.....	.....
Ridge.....	611	580	.....	31	.....	.....
Robert Treat, Elementary...	1,876	1,816	.....	60	.....	.....
Roseville Avenue.....	420	372	.....	48	.....	.....
South Street.....	875	920	45	.....	4	163
South Eighth Street.....	1,213	1,222	9	.....	.....	.....
South Market Street.....	491	559	68	.....	.....	.....
South Tenth Street.....	913	868	.....	45	.....	.....
Speedway Avenue.....	346	352	6	.....	.....	.....
Summer Avenue.....	628	723	95	.....	.....	.....
Summer Place.....	330	332	2	.....	.....	.....
Sussex Avenue.....	951	907	.....	44	.....	.....
Walnut Street.....	333	282	.....	51	.....	.....
Warren Street.....	970	974	4	.....	4	141

SCHOOL	1918	1919	Increase	Decrease	Half-day Classes	
					Num- ber	Enroll- ment
Washington Street.....	737	785	48			
Waverly Avenue.....	645	651	6			
Webster.....	1,111	1,171	60		4	157
West Side.....	1,642	1,404		238		
Boys' Vocational.....	156	207	51			
Girls' Vocational.....	118	92		26		
Ungraded No. 1.....	51	49		2		
Ungraded No. 2.....	40	39		1		
Academy Street Ungraded....	18	18				
Binet No. 1.....	118	120	2			
Binet No. 2.....	118	118				
Binet No. 3.....	70	73	3			
Binet Class, Robert Treat....	42	43	1			
Binet Class, Waverly Ave....	31	30		1		
Deaf.....	81	89	8			
Blind, Robert Treat.....	9	8		1		
Blind, Washington Street....	10	13	3			
Open Air, Elizabeth Avenue...	48	47		1		
Open Window, Camden St....	29	27		2		
Open Window, Carteret.....	30	30				
Open Window, Garfield.....	28	27		1		
Open Window, John Catlin...	29	30	1			
Open Window, Joseph E. Haynes.....	27	30	3			
Open Window, Lafayette....	30	30				
Open Window, Lawrence St....	30	27		3		
Open Window, McKinley.....	31	30		1		
Open Window, Milford.....	28	29	1			
Open Window, Montgomery...	30	30				
Open Window, Moses Bigelow.....		30	30			
Open Window, South Market Street.....	30	30				
Home for Crippled Children...	25	25				
Weston Continuation Class...	24	16		8		
Co-operative Class.....	12			12		
Total.....	63,382	63,980	1,902	1,304	52	2,007
Net increase in total school enrollment.....			598			
Increase in number of half- day classes.....					52	
Increase in enrollment in half-day classes.....						2,007

EXPLANATION OF CHANGES IN ENROLLMENT 1918-19

The enrollment in senior high schools shows an increase of 227. An increase of 28 is also shown in junior high schools. As all of the high schools, with the possible exception of East Side, are filled to capacity it is desirable that consideration be given, in the very near future, to providing additional high school accommodations.

The Abington Avenue School shows a gain in enrollment of 101, indicating that additional accommodations must soon be provided for this section of the city.

The loss of 48 children in the Alexander Street School enrollment is due to the transfer of children to the Speedway and Moses Bigelow schools. Pupils are still accommodated in half-day classes at the Alexander Street School; and the auditoriums of both Alexander Street and Lincoln schools are used for classroom purposes. This section of the city continues to be in much need of relief.

The Avon Avenue School shows an increase of 47 in enrollment, due to the growth in the school district.

The Belmont Avenue School again shows a decrease in enrollment, this time of 56. This decrease is undoubtedly due to lack of growth in the district and to more frequent promotions by reason of the all-year plan.

The gain of 23 in the Bergen Street School enrollment indicates that this district is apparently growing. This school accommodates quite a number of small children residing in the Elizabeth Avenue School district west of Hillside Avenue, whose parents do not wish to have them cross the car tracks.

The Berkeley School again shows an increase in enrollment, this time of 50. As for several years past, classes are being accommodated in the courts, the old frame annex, and a portable building. Half-day classes were necessary during the year just past. The erection of the proposed addition to this building will, I trust, provide the necessary relief.

In September 1919 it was found feasible to transfer a number of children from Burnet School to Central Avenue School when Central Avenue was organized as an alternating school, thus making it possible to abolish the 2 half-day classes.

Carteret School closed the year with an increase of 51 in its enrollment. This district appears to continue to grow. It may be advisable to place this school on the alternating plan.

Central Avenue School closed the year with a gain of 28 in enrollment, and with 4 half-day classes. Relief was afforded to this school and to the Warren Street and the

Burnet schools by making Central Avenue an alternating school in September 1919.

The loss of 87 in the Charlton Street School enrollment is undoubtedly due to the removal of families from the district to seek better living conditions, while no new ones come to take their places.

The increase of 77 in the Chestnut Street School enrollment is probably due to the influx of a large number of colored families from the south.

A decrease of 46 is shown in the enrollment in the elementary department of the Cleveland School. This decrease is probably due to the retention of the 5A grade in the Waverly Avenue School.

A gain of 94 is shown in the Eliot School enrollment, making it necessary to organize half-day classes in this school. This district is growing steadily.

The Franklin School shows an increase in its enrollment of 51, and Webster School shows an increase of 60. In the McKinley School there is a loss of 40. These three schools are all crowded to the utmost, 748 children being compelled to attend the 18 half-day classes. McKinley School is already organized on the all-year alternating plan, and Webster School was placed on the all-year plan in September 1919. The addition to the Franklin School, already recommended, is greatly needed and should be erected as soon as possible.

Garfield School shows an increase of 21 in its enrollment. There is still ample room in this building for a natural growth in enrollment.

Hawkins Street School shows a loss of 37 in enrollment, which is undoubtedly due to the fact that immigration had practically ceased.

Hawthorne School shows a loss of 55 in its enrollment and the elementary department of the Madison School a loss of 72. These losses are but temporary. The erection of few, if any, new buildings and consequent lack of housing accommodations accounts for the decreases. With

a resumption of building operations each one of these schools will undoubtedly show an increase. It is likely also that failure to erect new homes is responsible for slight decreases in the enrollment of Newton, Ridge, and Roseville Avenue schools.

A gain of 164 in the Lafayette School enrollment indicates that this district is still growing quite rapidly. If the enrollment in this school continues to increase it will probably be necessary to provide additional accommodations for the children in this district by transferring pupils to neighboring schools.

There was a decrease of 16 in the enrollment of the Monteith School, but there were 6 half-day classes. In September 1919 this school was placed on the all-year alternating plan, thus doing away with the half-day classes.

A loss of 54 is shown in the enrollment of the Montgomery School. This is due, undoubtedly, to the shifting of population to other sections of the city.

Upon the completion of the addition to the Moses Bigelow School the district lines were extended. Pupils were transferred from the West Side and from other neighboring schools to the Moses Bigelow School. This accounts for a gain of 293 in the enrollment of Moses Bigelow School, the loss of 45 in the enrollment of South Tenth Street School, and the loss of 238 in the enrollment of the West Side School.

A gain of 45 is noted in the South Street School enrollment. On account of the crowded conditions in this building it was necessary to have 4 half-day classes. A portable building is recommended to relieve this condition.

A gain of 68 in the enrollment of the South Market Street School is due to some extent to the return of pupils who were transferred out of the district to neighboring schools in order to relieve the unsatisfactory conditions in this building.

The gain of 95 in the Summer Avenue School enrollment is due to the growth in the district, and to the attendance in

the school of the children from the Foster Home that were formerly taught in the Home.

A loss of 44 is shown in the Sussex Avenue School enrollment. It is, however, still necessary to use the three court rooms, as heretofore, for classroom purposes.

The loss of 51 in the Walnut Street School enrollment is due to the transfer of pupils to the Lafayette School, of which the Walnut Street School is an annex.

At the close of the year Warren Street School had 4 half-day classes, enrolling 141 pupils. Changes in district lines were made in September 1919 and children were transferred to the Central Avenue School, thus doing away with the necessity of having half-day classes in Warren Street School.

A gain of 48 is shown in the Washington Street School enrollment. The population in this district, however, fluctuates considerably. Quite a number of colored families have also moved into this district.

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE
YEAR JUNE 30, 1920, COMPARED WITH SIMILAR ENROLL-
MENT FOR THE PRECEDING YEAR AND INCLUDING
HALF-DAY CLASSES

SCHOOL	1919	1920	Increase	Decrease	Half-day Classes	
					Num- ber	Enroll- ment
Junior College.....	78	101	23	.....	.....	.....
Barringer High.....	1,292	1,363	71	.....	.....	.....
Central C. & M. T. High....	1,775	1,381	.....	394	.....	.....
East Side C. & M. T. High...	611	717	106	.....	.....	.....
South Side High.....	1,019	1,067	48	.....	.....	.....
Cleveland Junior High.....	574	632	58	.....	.....	.....
Madison Junior High.....	394	389	.....	5	.....	.....
Robert Treat Junior High...	510	494	.....	16	.....	.....
Abington Avenue.....	1,405	1,458	53	.....	.....	.....
Alexander Street.....	721	749	28	.....	2	85
Avon Avenue.....	1,426	1,421	.....	5	.....	.....
Belmont Avenue.....	1,630	1,586	.....	44	.....	.....
Bergen Street.....	1,479	1,508	29	.....	.....	.....
Berkeley.....	949	974	31	.....	8	273
Bruce Street.....	246	223	.....	23	.....	.....
Burnet.....	1,291	1,211	.....	80	.....	.....
Camden Street.....	1,110	1,119	9	.....	.....	.....
Carteret.....	1,250	1,288	38	.....	6	235
Central Avenue.....	1,336	1,506	170	.....	.....	.....
Charlton Street.....	1,334	1,323	.....	56	.....	.....
Chestnut Street.....	826	805	.....	21	2	66
Cleveland, Elementary.....	1,374	1,251	.....	123	.....	.....

SCHOOL	1919	1920	Increase	Decrease	Half-day Classes	
					Num- ber	Enroll- ment
Dayton	59	58	.....	1	.....	.....
Eliot	1,638	1,043	5	.....	2	84
Elizabeth Avenue.....	245	262	17	.....	.....	.....
Fourteenth Avenue.....	1,142	1,172	30	.....	.....	.....
Franklin	1,741	1,850	109	.....	18	773
Garfield	1,172	1,153	.....	19	.....	.....
Hamilton	1,876	1,846	.....	30	.....	.....
Hawkins Street.....	661	676	15	.....	.....	.....
Hawthorne	1,039	1,081	42	.....	.....	.....
John Catlin.....	1,784	1,827	43	.....	.....	.....
Joseph E. Haynes.....	1,568	1,574	6	.....	.....	.....
Lafayette	2,083	2,055	.....	28	.....	.....
Lawrence Street.....	265	218	.....	47	.....	.....
Lincoln	516	523	7	.....	.....	.....
McKinley	2,445	2,422	.....	23	.....	.....
Madison, Elementary.....	1,042	1,059	17	.....	.....	.....
Milford	1,238	1,201	.....	37	.....	.....
Monmouth Street.....	1,037	996	.....	41	.....	.....
Monteith	1,483	1,506	23	.....	.....	.....
Montgomery	824	790	.....	34	.....	.....
Moses Bigelow.....	1,525	1,642	117	.....	.....	.....
Newton	1,768	1,706	.....	62	.....	.....
Ridge	580	563	.....	17	.....	.....
Robert Treat, Elementary.....	1,816	1,730	.....	86	.....	.....
Roseville Avenue.....	372	381	9	.....	.....	.....
South Street.....	920	994	74	.....	.....	.....
South Eighth Street.....	1,222	1,193	.....	29	.....	.....
South Market Street.....	559	605	46	.....	.....	.....
South Tenth Street.....	868	854	.....	14	.....	.....
Speedway Avenue.....	352	312	.....	40	.....	.....
Summer Avenue.....	723	742	19	.....	2	91
Summer Place	332	339	7	.....	.....	.....
Sussex Avenue.....	907	872	.....	35	.....	.....
Walnut Street	282	288	6	.....	.....	.....
Warren Street	974	873	.....	101	.....	.....
Washington Street.....	785	710	.....	75	.....	.....
Waverly Avenue.....	651	575	.....	76	.....	.....
Webster	1,171	1,193	22	.....	3	116
West Side.....	1,404	1,319	.....	85	.....	.....
Boys' Vocational.....	207	195	.....	12	.....	.....
Girls' Vocational.....	92	112	20	.....	.....	.....
Ungraded No. 1.....	49	45	.....	4	.....	.....
Ungraded No. 2.....	39	44	5	.....	.....	.....
Academy Street Ungraded.....	18	19	1	.....	.....	.....
Binet No. 1.....	120	141	21	.....	.....	.....
Binet No. 2.....	118	125	7	.....	.....	.....
Binet No. 3.....	73	79	6	.....	.....	.....
Binet Classes, Moses Bigelow.....	.....	34	34	.....	.....	.....
Binet Classes, Robert Treat.....	43	63	20	.....	.....	.....
Binet Classes, Waverly Ave.....	30	31	1	.....	.....	.....
Deaf	89	81	.....	8	.....	.....
Blind, Robert Treat.....	8	6	.....	2	.....	.....
Blind, Washington Street.....	13	13	.....	.....	.....	.....
Open Air, Elizabeth Avenue.....	47	47	.....	.....	.....	.....
Open Window, Camden St.....	27	29	2	.....	.....	.....
Open Window, Carteret.....	30	30	.....	.....	.....	.....
Open Window, Garfield.....	27	13	.....	14	.....	.....
Open Window, John Catlin.....	30	27	.....	3	.....	.....
Open Window, Joseph E. Haynes.....	30	29	.....	1	.....	.....
Open Window, Lafayette.....	30	29	.....	1	.....	.....
Open Window, Lawrence Street.....	27	29	2	.....	.....	.....
Open Window, McKinley.....	30	27	.....	3	.....	.....
Open Window, Milford.....	29	30	1	.....	.....	.....
Open Window, Montgomery.....	30	26	.....	1	.....	.....
Open Window, Moses Bigelow.....	30	26	.....	4	.....	.....

SCHOOL	1919	1920	Increase	Decrease	Half-day Classes	
					Num- ber	Enroll- ment
Open Window,						
South Market Street.....	30	30	.....	.....	.....	.....
Home for Crippled Children	25	26	1	.....	.....	.....
Continuation Class.....	16	12	.....	4	.....	.....
Totals.....	63,980	63,675	1,399	1,704	43	1,723
Net decrease in total school enrollment	.....	.....	.....	305	.....	.....
Decrease in number of half day classes.....	.....	.....	.....	.....	9	.....
Decrease in enrollment in half-day classes.....	.....	.....	.....	.....	.....	254

EXPLANATION OF CHANGES IN ENROLLMENT 1919-20

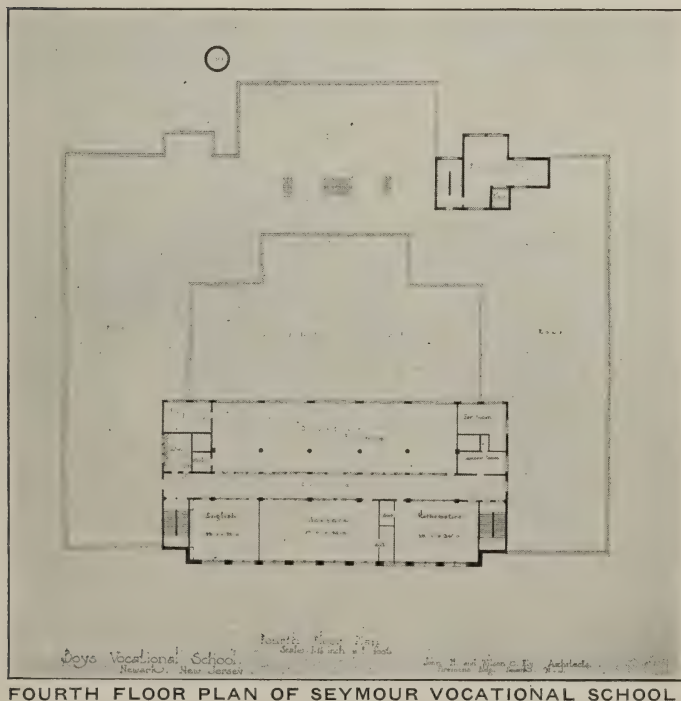
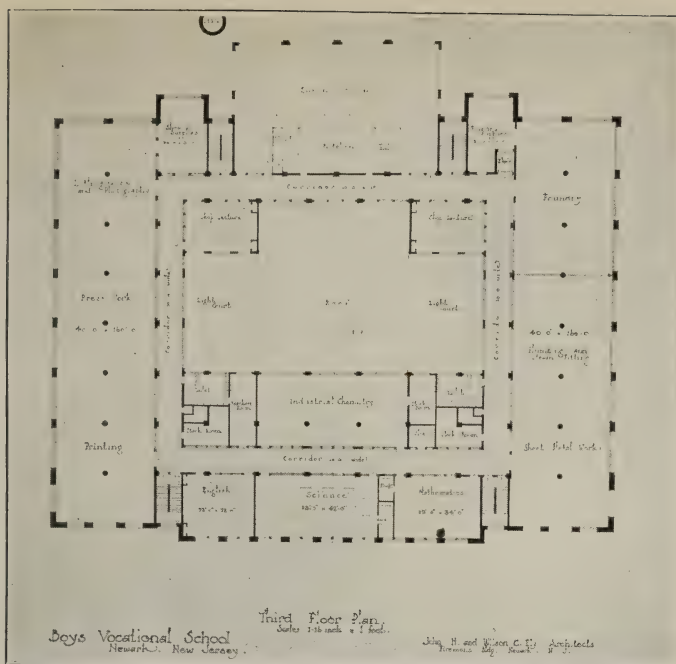
The senior high schools, with the exception of Central, show an increase in enrollment. The decrease in the Central High School enrollment is to be accounted for by the rearrangement of district lines, and the consequent transfer of pupils from this school to the other high schools. The greatest loss perhaps is due to the dropping out of pupils when they are old enough to obtain their working papers because of the possibility of earning good wages.

Abington Avenue School again shows a gain in enrollment, this year of 53, thus emphasizing the fact that additional accommodations are needed for this school.

Both the Alexander Street and the Lincoln schools show a slight gain in enrollment. Half-day classes were continued in the Alexander Street School and the auditoriums of both Alexander Street and Lincoln were used to accommodate classes. It is to be hoped that the addition to the Alexander Street building now being erected will afford the necessary relief to this section for a short time at least.

The decrease of 44 in the Belmont Avenue enrollment is undoubtedly due, as stated in the comments for 1919, to lack of growth in the district and to more frequent promotions by reason of the all-year plan.

The Bergen Street and the Berkeley schools continue to show gains. The addition to the Berkeley School now in course of erection will afford much needed relief to this section of the city.



The decrease of 23 in the Bruce Street enrollment is due mainly to the transfer of pupils to the Robert Treat and the South Eighth Street schools.

The loss of 80 in the enrollment of Burnet School and of 101 in the enrollment of Warren Street School is due to the change of district lines and to the transfer of pupils to the Central Avenue School when that School was placed on the alternating plan. This also accounts, to a great extent, for the increase of 170 in the enrollment of Central Avenue.

Carteret School again shows an increase in enrollment,—38. There are 6 classes on half time in this school. Relief to this district is greatly needed.

Charlton Street School again shows a loss in enrollment, this year of 56, which is due undoubtedly to the removal of families from this district to seek better living conditions. The loss of 37 at Milford, 41 at Monmouth Street, and 34 at Montgomery schools may be accounted for in the same way.

Chestnut Street School closed with 2 classes on half time and with a loss in enrollment. Slight relief was afforded to this school by the transfer of pupils from this district to the Carteret district.

Although the junior high school department of the Cleveland School showed a gain of 58, there was a loss of 123 in the enrollment in the elementary department. This is probably due, as in the case of surrounding schools, to the lack of new building operations, especially Waverly Avenue, which shows a loss of 76.

Fourteenth Avenue School is filled to capacity as evidenced by a gain of 30 in enrollment. Relief can be afforded to this school by changing the district lines.

Both Franklin and Webster schools showed increased enrollment. In the former school an increase of 109 is shown. The addition to Franklin School now in course of erection will afford necessary relief.

Gains of 15 at Hawkins Street, 43 at John Catlin, 23 at Monteith, and 46 at South Market Street indicate that this

section of the city is still growing. Monteith, now organized on the alternating plan, will in due time afford some relief to the other schools mentioned.

The loss of 47 in the Lawrence Street School enrollment is accounted for by the transfer of the highest grade in this school to surrounding schools.

At the beginning of the school year district lines were changed affecting Moses Bigelow and neighboring schools. This accounts for an increase of 117 at the Moses Bigelow and for the loss of 14 at South Tenth Street, 40 at Speedway, and 85 at West Side.

As in the year preceding it is quite likely that failure to erect new homes is responsible for the decreases in the Newton, Ridge, Robert Treat, South Eighth Street, and Sussex Avenue schools.

South Street shows an increase of 74. A portable building is being used to relieve the congested conditions in this school. Further relief can be afforded when the proposed addition to the Carteret School is erected.

The loss of 75 in the Washington Street enrollment indicates that the population in this district is falling off.

BUILDING PROGRAM AND COMMENTS

The number of half-day classes in 1920 was nine less than in 1919, with an enrollment of 284 less pupils than in the previous year. There was an increase in such classes in the Carteret, Chestnut Street, and Summer Avenue buildings, and a decrease in the Alexander Street, Burnet, Central Avenue, Monteith, South Street, Warren Street, and Webster schools.

It was apparent at the time recommendations were made for the year 1918 that added accommodations must be provided at once to the Franklin and Berkeley schools. An addition to the Lincoln School also seemed to be necessary at that time, but a careful consideration of changed conditions made clear the fact that an addition to the Alexander Street School should be built immediately instead. The equivalent in numbers of a class of Alexander Street pupils

was attending other schools east of this building, and the equivalent in numbers of one and a half classes of Alexander Street pupils was at Lincoln School. With two classes in the auditorium and two classes on half time at the Alexander Street School, there were at least six classes belonging to this school to be provided for at the time the matter was under consideration. The large number of apartment houses in the Alexander Street district also furnished arguments in favor of an immediate addition to the Alexander Street building. It was therefore recommended that "an addition be made to the Alexander Street School to consist of ten new classrooms, an open air room, an enlarged kindergarten room of two units, rooms for teachers on each floor, an auditorium, a gymnasium, a shop, a kitchen, and that the present auditorium be divided into at least two classrooms."

Additions to Franklin, Berkeley, and Alexander Street Schools are now under construction. They will afford much needed relief for the congested conditions in these schools. To make as satisfactory provision as possible for the opening of school in September 1920, in addition to the above, and to provide a program of school extension for the future, there was, on March 31, 1920, recommended:

First—That a temporary building of bungalow type to contain six classrooms, kitchen and dining room, solarium, medical room sufficiently large for corrective gymnastics, and principal's office, be erected on the Parker Street site owned by the Board of Education, the same to be used as a school for crippled children.

Second—That one or more floors, the equivalent of twelve classrooms with space for principal's office and a medical room, be rented in some office or loft building, as conveniently located as possible, for use as an industrial continuation school for boys.

OR

That a temporary building to contain twelve classrooms, principal's office, and medical room, be erected on the Avon Avenue site owned by the Board of Education, the same to be used as an industrial continuation school for boys.

Third—That a floor of the Lawrence Street School be renovated for use as a commercial continuation school for boys, and that the portable building at Berkeley School be moved to the yard of Lawrence Street School to be used as an open air classroom. Additional lighting space must be provided for the four rooms of the building fronting on Lawrence Street. Other changes may be necessary.

Fourth—That the fourth floor of the Y. W. C. A. building be rented for a continuation school for girls, in connection with all additional available space in the present Girls' Vocational School. (The cost will be \$300.00 per month.)

Fifth—That the roof over the rear section of the Summer Avenue School be raised, that four classrooms be made of the present unfinished attic, and that the dark closed-in stairways leading to these rooms be lighted and otherwise improved.

Sixth—That an addition be made to the Carteret School to consist of twelve classrooms and two gymnasiums, and that the property immediately adjacent to the Carteret School on the west on Oliver Street be purchased to provide an entrance on said street to the playground of the school.

The provision of two gymnasiums is to provide for an alternating school in the future. The conditions in the district and in the adjacent schools justify the assumption that in due time the school will need to be made an alternating school.

Seventh—That a building for the Seymour Vocational School be built as soon as possible. The reasons were given in a detailed report under date of March 24, 1918. They become increasingly urgent as time passes. The present accommodations for this school are inadequate. Vocational work for boys and men has been retarded for lack of the facilities for its extension.

It is further recommended that a swimming pool be included in the plans of the new building. It could be used by pupils from all the adjacent schools as well as by those enrolled in the Seymour Vocational School.

Eighth—That an addition be made to the Abington Avenue School to consist of nine regular classrooms, a three-unit kindergarten, an open air room, and two gymnasiums; that the present auditorium be made more satisfactory by adding a gallery; and that seventy-five feet of land on North Seventh Street and one hundred feet on North Sixth Street be purchased.

Ninth—That six classroom units be constructed on the roof of the Cleveland School, to be used as drawing rooms and shops, and that one classroom of the building be made an open-window room. The open-window class in the portable building adjacent to the Camden Street School may then be moved to the Cleveland School. The estimated cost March 11, 1918, was \$25,000.

Tenth—That an addition be built to the Hawkins Street School, to consist of nine classroom units, a three-unit kindergarten, two gymnasiums, an auditorium, shop, kitchen, and an open-window room. This will provide accommodations for a 36-class alternating school to consist of the present Hawkins Street School and the larger part of the South Market Street School. These schools now contain thirty-three classes.

It has been necessary for several years for children living across the street from South Market Street School to attend Hawkins Street School. The freight yard in front of the first named building is a great annoyance to the school. The heavy traffic, the whistling of steam, the noise of trains make the conditions unsatisfactory.

This section of the city should have a school building with all modern improvements and every facility and advantage for progressive work. The people of the neighborhood, the children and the

teachers in the schools deserve the opportunity which such an equipment would supply.

Eleventh—That a building be erected to accommodate the Academy Street Ungraded School. The new building should be somewhat different from the model followed in the construction of Ungraded Schools Nos. 1 and 2. There should be four classrooms, gymnasium with shower baths, shop, kitchen, dining room, teachers' and physician's rooms, office, convenient toilet facilities, and a central hall with rear and front entrances.

Twelfth—That a new open-air school be erected on the Elizabeth Avenue site, to contain four classrooms, a kitchen, a dining room, teachers' and physician's rooms, a store room, a solarium, and that one hundred feet of land adjoining the present site on the west be purchased.

Thirteenth—That twenty-five feet of land on Richelieu Terrace, immediately south of the Lincoln School, be purchased. In due time the Lincoln School must be enlarged by an addition to consist of nine classrooms—four to be made from the present auditorium—an open-air room, a kitchen, a manual training room, an auditorium, and a gymnasium.

Fourteenth—That the property immediately adjacent to the Robert Treat School to the north on Richmond Street be purchased for a playground.

Fifteenth—That full consideration be given to the need for additional land at Cleveland, Belmont, Webster, and Monmouth Street Schools. These schools are in congested sections of the city where the traffic conditions are a menace to the lives of the children. Cleveland is one of the large alternating schools which greatly needs a place for the children to gather, safe from the danger of the trolley in front of the school.

Sixteenth—That the need of Lafayette School for a playground be given full consideration. This is a large alternating school. It should have a place for the children to congregate, other than on the streets on which the traffic is heavy.

Seventeenth—That the three properties to the east of Monteith School, each fronting on Alyea Street, be purchased.

Charlton Street—The Charlton Street building is a fairly good one but not entirely satisfactory. It consists of three structures with some inconvenient and objectionable features. The changes in this building and the addition thereto previously recommended should be given consideration.

Milford—The old central section of the Milford School should be demolished as recommended, as soon as the pressing needs of the city permit. This school needs an addition containing a gymnasium and an auditorium which, when erected, will connect the Boyd Street portion of the present structure with the new building.

Sussex Avenue—The three classes in the courts of the Sussex Avenue School are taught under fairly satisfactory conditions. Since this school has neither gymnasium nor auditorium, consideration should be given to its needs as soon as conditions permit. The detail of the recommendation was made several years ago.

High Schools—The condition of the high schools will require consideration and action in the near future. Barringer is overfull. South Side is full, the high school and junior college using all

available space. Central is taxed to the utmost. When the all-year plan is fully incorporated, the congestion will undoubtedly be reduced. All the East Side building is in use by many small classes. Additional pupils could be accommodated but for the inconvenience of requiring them to travel far and past the Central School. This may, however, become necessary in the near future. It may soon be necessary also to increase the number of junior high schools by at least three.

If the city be divided into four districts, the northern, western, southern, and eastern, the foregoing program provides for the probable growth for several years to come, possibly five or more.

The additions to Franklin and Abington Avenue and the enlargement of Summer Avenue will provide accommodations for the northern section, except at the Eliot School. Here the new building will need the contemplated additional wing. When this is built, it will be an opportune time to demolish the old structure. The enlargement of the Franklin building now in process of construction provides for two gymnasiums, for it is intended to organize this school on the alternating plan in the immediate future in order to relieve the congestion in the McKinley and Webster schools.

The addition to Alexander Street School now under construction and the Lincoln School addition, which has been recommended, will provide necessary relief in the extreme western section. In time Moses Bigelow will be made an alternating school. More classes at the West Side School may be placed on the alternating plan at any time without extra expense. The addition to Sussex Avenue School, recommended several years ago and held in abeyance because of more pressing needs elsewhere in the city, will contain a gymnasium and an auditorium, modern facilities much needed in that school. The pressing need in this section is for a new school to take the place of the Roseville Avenue building. This school is decadent at the present time, but a school should be built somewhere west of it so that children will not need to walk the long distances to South Eighth Street and Garfield schools. Nowhere else do children have longer journeys to reach the schools. A

modern building well located to relieve both of these schools and to house the Roseville Avenue School would solve the problem. The recommended changes at the Cleveland School will give relief to the Camden Street School. When the Boys' Vocational School is removed to its new building, five classrooms will be released for the Warren Street School, and a building will be available for the Binet classes at the Robert Treat School.

The changes suggested for the Milford School will, together with those for Charlton Street, provide for the future growth of this part of the southern section. The Charlton Street School can and ought to be made, when the improvements are completed, an all-year-alternating school. The addition to the Berkeley School will provide not only for growth in the district of this school but also in the district of the Bergen Street School. If the future needs justify it, the last mentioned school could be made an alternating school. The development of the neighborhood around Dayton School will justify the erection, in due time, of a modern eight-room building to take the place of the present wooden structure. On the Weequahic site, owned by the Board, a small structure should soon be built to accommodate the young children living in the neighborhood who cannot go the long distance to the Berkeley or Bergen Street schools.

In the eastern section the recommendations now adopted and the others which have been made, if adopted, will afford ample provision for some years. The addition to the Carteret building will relieve not only this school but South Street and Chestnut Street schools. Not alone this, but by making it an alternating school, as intended, Lafayette and Walnut Street schools may be relieved. It will soon be necessary to do this. The recommended enlargement of the Hawkins Street School will permit the abandonment of the South Market Street building for use by the higher classes and will provide a modern well-equipped school for this neighborhood.

Further, the new buildings recommended for the Elizabeth Avenue Open Air School, for the Academy Street

Ungraded School, and for the School for Crippled Children will provide for the needs of the special schools for some time, with the exception of those of the Continuation Schools and the Fawcett School of Industrial Arts. After the Continuation Schools are organized it will be possible to outline the problem more definitely and to determine the type, size, and location of the buildings suited to the purpose.

The Fawcett School is overcrowded. Several of its classes are housed in the Girls' Vocational School. Existing conditions, however, do not constitute the only reason for a new building for this school; the fact that expansion is impossible is equally pressing.

In the past there has been considerable discussion about the location of a possible new building for the Fawcett School. The opinion of many has been in favor of having the school housed in the same building with the administration offices of the Board of Education. This seems, both from the school viewpoint and from the viewpoint of the administrative force, a less desirable plan than to construct a separate building for the school, which could be erected in the same locality as the vocational building for boys and the prospective vocational building for girls, thus making a vocational centre for the city.

BOYS' VOCATIONAL SCHOOL

The Board of School Estimate at its meeting in May voted the sum of \$2,300,000 for grounds and buildings. This sum is to be expended for the school for crippled children, the Lawrence Street, Summer Avenue, and Carteret alterations, an additional appropriation for Alexander Street School, the land purchases enumerated in the Superintendent's recommendations, and the Seymour Vocational School. The amount specified for the last mentioned school was \$1,125,000. Ground was broken for this building on June 24, 1920, by the principal in the presence of the teachers and pupils of the school. The long delay in obtaining the appropriation for the vocational school has been a great disadvantage to the cause of vocational education.

The development of the work has been impeded by the lack of facilities, and the limited quarters have been the cause of depression and discouragement in the school itself. Happily that state of affairs will soon be changed. The new school will be large, commodious, suitable, and convenient. It will add to the fame of the city and will enable all connected with the school to do superior work. Vocational education for the boys of the city will now be all that its advocates have claimed for it. The future is bright with promise of success. The next step will be to afford equally convenient and adequate facilities for the vocational training of girls. Then Newark will have just cause for pride in her accomplishments in this important field.

GIRLS' VOCATIONAL SCHOOL

This school has continued to grow in efficiency, although, like similar schools in other cities, its increase in enrollment has not been large. There has, however, been a steady, though slow growth. There have been so many opportunities for young people to work that they have taken advantage of them rather than continue a training which yields no immediate wage returns. The small enrollment increases the per capita cost of the vocational training of girls which is greater than that for boys. The school, however, has a large sale for its products and helps to pay its own expenses.

The general excellence of the school in all departments is readily acknowledged by all who acquaint themselves with its work. In the physical training work the well being of the girls is earnestly sought through recreational and corrective work. The nurse and the physical training teacher have co-operated to improve, when discovered, the poor physical condition of each girl. A marked improvement in the health of students has been noted. The cooking department added to its activities the serving of a daily luncheon to about twenty-five people. A course in office practice was added to the curriculum. It consists of Business English, arithmetic, typewriting, filing and use of office equipment.

During the last year students of the trade design class gave an exhibit of batik work at the request of the silk firms of the city. Students demonstrated the process at the exhibition and they, at different times, assisted in teaching the work to 8th grade pupils. A number of the graduates of this course secured good positions.

The school gave a remarkable exhibition of garments in one of the department stores. It excited very favorable comment from experts as to the quality of workmanship and the market value of the products. Sixteen pupils were awarded prizes ranging from a sewing machine to a gold thimble. It also arranged in connection with the Young Women's Christian Association and the Contemporary Club an exhibition of dressmaking, sewing, millinery, and design work to show the women of Newark and vicinity the range and quality of its products. In connection with this was a fashion show. Girls were dressed in the prevailing styles, wearing unbecoming garments and colors. The costumes were criticised by Mrs. Sarah R. King, one of the Assistant Supervisors of Art, who gave in detail the reasons for unfavorable comment. The girls appeared a second time wearing costumes that passed the censor. The value of this practical lesson was very great. The exhibit was well received and added to the reputation of the school. It is apparent that the school is growing in public favor, and its future is assured.

It may be well in the further development of this school to introduce short unit courses of various kinds to meet the needs of special students. This would afford some training for girls who, without it, must do unskilled labor. The cooperation of this school in the Americanization program suggested elsewhere in this report (see page 130) might afford a means of training the girls in home economics. The fitting up of the house, its care and management might be an incentive for very practical work of great value.

CONTINUATION SCHOOLS

For several years a continuation class has been maintained in the factory of the Weston Electrical Instrument Com-

pany. The attendance has been satisfactory and the work done generally useful. Efforts to extend this kind of work have failed. The chief reason has been the feeling of manufacturers that the routine of the factory should not be interrupted. The Vocational Department will continue its efforts to organize such classes in the manufacturing establishments of the city.

Chapter 35 of the Laws of New Jersey for 1919, makes mandatory the establishment of continuation classes and schools, after July 1, 1920, in districts where there are twenty or more pupils between the ages of 14 and 16 who are legally and regularly employed. These classes and schools must be maintained by Boards of Education (Chapter 152, Laws of New Jersey, 1919) for children employed in the district. Attendance is required six hours per week between 8 a. m. and 5 p. m. during 36 weeks of the year, and the penalties contained in the law for employers and parents who fail to obey it are the same as those in the labor laws covering the employment of children.

The object of the law commends itself to all thoughtful people. Children who have left school and who are employed should, for their own and the public good, have an opportunity for further education. The operation of the law may result in manufacturers and others declining to employ children under sixteen, thus forcing them to remain in school until they reach that age. This will be fortunate for all except those who must earn a living or help support a family. Such children must either be granted the privilege of working or the state must pay them to stay in school. Since this burden would be too great, the best solution of the problem is to permit such children to work and to give a minimum time to additional schooling.

The best kind of work for continuation schools is arithmetic, English, American history and civics, health instruction, and shop or commercial training. Since it is impossible to tell in advance what the industrial or commercial needs of these prospective pupils are it will be well for one term to give them the academic work. That will

reduce the time of attendance during the period of organization and adjustment to about half of the required time, or three hours per week.

All the information available indicates that in Newark the number of pupils coming under the provisions of the law in 1920 will be 3000 or more. There will be required about five class teachers for girls and six for boys in the two respective centres, and additional teachers to be sent into the factories where classes may be established. Head assistants should be appointed to manage the centres, one of which may be established for girls at the Girls' Vocational School and the other for boys at the Lawrence Street School.

It is desired that full and cordial cooperation of employers with the Board of Education be secured so that the Continuation Schools shall be successful in achieving the purpose of the law.

SCHOOL FOR CRIPPLED CHILDREN

The necessity of a special school for cripples is now generally acknowledged. The teacher assigned to the Home for Crippled Children has a full daily program in instructing the inmates of that institution. The facilities there are not wholly satisfactory, but it seems they cannot well be improved. There must be a building erected to accommodate the children now enrolled in the regular schools who are physically unfit to be there, and for others who ought to attend school but cannot go because of disability. During 1919 a survey was made to ascertain the number of crippled children of school age in the respective schools and districts. The total number reported was 337. The cases were referred to the Department of Medical Inspection for investigation, with the request that physicians or nurses determine the exact nature of the disability of the children and recommend those who should be enrolled in special classes. Of the number investigated 82—49 boys, 33 girls—were recommended by the Department of Medical Inspection for the special classes. 57 of these children are now enrolled in the

schools, and 25 are not and have not been attending school. The grades, the number therein, and the ages of the children are shown in the following table:

Attending School

No. of Pupils	Grade	Age			
1	High	Not reported			
2	8A	Two	14	years	old
1	7A	One	13	"	"
2	7B	{ One	10	"	"
		{ One	11	"	"
3	6B	{ Two	11	"	"
		{ One	14	"	"
2	5A	{ One	9	"	"
		{ One	13	"	"
4	5B	{ Two	11	"	"
		{ One	14	"	"
		{ One	15	"	"
4	4A	{ Two	12	"	"
		{ One	13	"	"
		{ One	9	"	"
6	4B	{ Two	9	"	"
		{ One	10	"	"
		{ One	11	"	"
		{ One	12	"	"
		{ One	13	"	"
4	3B	{ One	12	"	"
		{ One	10	"	"
		{ One	9	"	"
		{ One	8	"	"
5	2A	{ Two	8	"	"
		{ One	7	"	"
		{ One	13	"	"
		One not reported			
3	2B	{ One	8	years	old
		{ One	9	"	"
		{ One	10	"	"
6	1A	{ Three	9	"	"
		{ Two	8	"	"
		{ One	7	"	"
11	1B	{ Six	6	"	"
		{ Two	7	"	"
		{ One	8	"	"
		{ Two	9	"	"
3	Kgn.	Each	5	"	"

Not Attending School

No. of Pupils	Grade	Age
5	1B	{ Three 13 years old
		{ One 11 " "
		{ One 10 " "
20	1B or 1A	{ Six 5 " "
		{ Three 6 " "
		{ One 7 " "
		{ Three 8 " "
		{ Four 9 " "
		{ Three not reported
<hr/> 25		

A careful study of this table reveals the retardation of many of these children. They should, without doubt, be in special classes where the instruction can be adapted to their ability and needs and to the condition of their health.

The survey indicates clearly that special classes will each need to be composed of several grades. Four special classes would be necessary to provide for the eighty-two children named in the list. The classes should not be as large as those for normal children because such children require more care and closer attention than do children who are able to help themselves. A maximum of twenty is a class of reasonable size. It is desirable that they be located in a building where light, air, sunshine, and sanitation insure favorable conditions for children so afflicted. They need the cheering influence of a bright and wholesome environment.

The program of studies should be similar to that in use in the regular schools, with such modifications as the Superintendent of Schools may find it advisable to authorize. The aim should be, as the school develops, to provide such training as will make the children economically independent when they leave school. The physical training work should include corrective exercises suited to the individual cases and should be arranged by the cooperative effort of the Department of Medical Inspection and the Department of Physical Education and Recreation.

THE CHILDREN IN THE SCHOOLS

Anyone familiar with the schools knows full well the cosmopolitan character of the children. They are literally the children of the world, representatives of all races, creeds, climes, and social conditions. Their destinies are determined by individual capacity and ability more than by any other factors which influence their educational development. It is now a well-known fact that there are different intellectual levels which the school should consciously recognize, and that the age of an individual is not a reliable index of his intellectual level. Capacity and ability must in a large measure determine the place of a child in the educational scheme.

The scientific study of intellectual capacity is one phase of experimental psychology and is of comparatively recent origin and development. The first studies of the elimination and retardation of pupils assumed that age could safely be the basis of judgment for the gradation and classification of children. It was claimed that a change in the methods of organization and management of the schools would abolish retardation and reduce the elimination. There was undoubtedly reason for complaint against the rigid system, but it was not and is not now the real cause of the evil. It is now known and acknowledged by educators that varying intellectual capacity is the primary root of both elimination and retardation, and that intellectual capacity must be the acknowledged standard for grading, promoting, and classifying the children.

Since September 1918 the children in the Newark schools have been classified as *bright*, *normal*, and *slow*, and promotions have been made at any time during the term. The schools are flexible in organization and administration, and a real effort is made to secure conditions which shall insure full opportunity for the children. The tables showing promotions and non-promotions may be found in the statistics accompanying this report. The study of these statistics, in view of the flexibility of school organization, makes evident the fact that the problem is essentially psychological.

The work of the psychologist, Dr. Francis N. Maxfield, has been of tremendous importance in diagnosing conditions. A number of principals have made use of the findings of the Psychologic Clinic in grading pupils for *rapid*, *regular*, and *slow* progress in grade work. Recently attention has been given to high school pupils who fail to make satisfactory progress. In both these fields group tests have proved valuable and their use is likely to be extended rapidly in the future. Not only do these group tests show differences in the educational potentiality of different children but they also show marked differences between children of different races. Such mental surveys are really essential for a just evaluation of the work of different schools or of different teachers in the same school.

The results of a group test given to children in the 8A grade last term by the principals under the direction of Mr. Elmer K. Sexton of the Department of Reference and Research are both interesting and illuminating. Army intelligence tests Alpha were used. A clear understanding of the scores indicating different grades of intelligence is necessary (see explanation of scores below) for a proper apprehension of the facts contained in the tables that follow:

Explanation of Scores

Intelligence Grade	Score	Definition	
A	135-212	Very superior	Ability to make superior record in college or university.
B	105-134	Superior	Capable of making average college record.
C+	75-104	High average	Rarely capable of finishing high school records.
C	45-74	Average	
C-	25-44	Low Average	Rarely go beyond third or fourth grade.
D	15-24	Inferior	
D-	0-14	Very inferior	



SCHOOL FOR THE DEAF, CLASS IN TONGUE GYMNASTICS



CLASS FOR THE BLIND, AT WASHINGTON STREET SCHOOL

*Results of the Army Intelligence Tests Alpha
Given Pupils of Classes About to Complete the Eighth Grade**

SCHOOL	No. of Pupils	Ave. Score	Ave. Age of Pupils		DISTRIBUTION OF SCORES					
			Year	Mon.	A	B	C+	C	C—	D
Abington Ave.....	24	68.9	13	10	....	....	6	16	1	1
Alexander St.....	39	88.9	14	....	....	10	20	9	....	....
Avon Ave.....	66	83.2	14	6	....	6	39	19	2	....
Belmont Ave.....	36	85.5	13	9	1	9	14	10	2	....
Bergen St.....	46	90	14	1	1	12	24	9	....	....
Berkeley.....	37	103	14	3	2	18	15	2	....	....
Burnet.....	35	98.5	13	9	5	8	15	7	....	....
Carteret.....	53	69	14	2	....	4	18	26	5	....
Central Ave.....	51	74.9	14	1	....	2	24	24	1	....
Charlton St.....	70	82.3	14	4	1	12	31	26	....	....
Chestnut St.....	18	108.9	13	5	3	8	5	1	1	....
Eliot.....	33	94.9	14	....	2	8	16	7	....	....
Franklin.....	40	72.8	13	11	....	2	....	16	22	....
Cleveland.....	110	89	13	10	1	23	58	28	....	....
Garfield.....	59	103.2	14	....	7	20	23	8	1	....
Hamilton.....	70	84.3	14	2	1	14	34	20	1	....
Hawthorne.....	50	93.5	13	5	6	16	16	11	....	1
John Catlin.....	53	82.5	13	10	....	9	33	11	....	....
Joseph E. Haynes	47	75.9	13	10	1	3	23	19	1	....
Madison.....	93	103.7	13	10	4	34	40	15	....	....
McKinley.....	42	46.1	13	5	....	....	1	21	18	2
Milford.....	34	76	14	2	....	2	12	18	2	....
Monmouth St.....	30	61.1	13	6	....	1	13	13	3	....
Monteith.....	23	96	14	1	1	8	10	4	....	....
Montgomery.....	29	83.3	13	5	....	4	14	11	....	....
Moses Bigelow.....	41	91	13	11	....	7	28	6	....	....
Newton.....	32	69.3	13	5	....	....	14	17	1	....
Ridge.....	32	110.5	13	10	5	15	9	3	....	....
Robert Treat.....	83	81.19	14	4	2	9	46	23	3	....
South Eighth St.....	54	95	14	4	4	13	28	9	....	....
South Market St.....	29	71.9	14	6	....	2	11	14	2	....
South Tenth St.....	29	76.6	14	3	....	2	14	13	....	....
Summer Ave.....	36	105.55	14	6	2	8	16	10	....	....
Sussex Ave.....	28	114.2	14	5	3	17	7	1	....	....
Washington St.....	26	78.06	14	4	3	12	10	1	....	....
Webster.....	17	87.7	13	3	....	2	10	5	....	....
West Side.....	28	93.2	13	9	....	9	18	1	....	....
	1,623				55	329	715	454	66	4

* Includes those who failed to complete grade.

Average Score by Countries Where Mother Was Born

Country	No. of Pupils	No. of Schools in Which Found	Average Score
United States.....	612	33	97.6
Russia.....	305	30	83.4
Italy.....	210	26	63.2
Austria.....	149	31	82.7
Germany.....	112	25	86.4
British Isles.....	85	30	91.8
Negro.....	34	15	74.9
Poland.....	22	9	79.4
Roumania.....	29	8	83.4
Scandinavian.....	12	....	94.6
French.....	10	8	86.2
Hungary.....	28	12	84.5
Miscellaneous.....	21	....	91.6

The emphasis in the past has been placed upon the need of considering the inferior child, thereby ignoring the fact that his presence in the school was the cause of retarding the bright child. The present plan of classification reduces this to a minimum in general and eliminates it altogether in those schools where there are enough pupils to make very close classifications. The use of these group tests makes possible exact grading for different rates of progress and the reduction in the number of failures to secure promotion by differentiation in elementary education.

The history of the schools for fifty years shows a series of attempts to adjust the program of studies to fit the needs of the pupils. There was at first one curriculum in the higher schools, one preparatory curriculum in the middle schools, and one curriculum in the lower schools, all of a scholastic nature. The higher and middle schools have escaped from this thralldom, but the lower schools are just breaking the shackles which have bound them.

It is now known that all persons are not capable of taking a college course, even though there be many courses from which to make a selection; all are not capable of taking a high school course, although there is a wide choice; all are not capable of taking even an elementary academic course. Instead of eliminating the incapables from the elementary school and merely tolerating those hopelessly retarded, there must be curricula arranged to meet the needs of different intellectual levels.

Educational readjustment in the elementary and secondary schools seeks to correct defective vision, to overcome malnutrition, to remove physical handicaps of all kinds. It provides for proper grading, for special helping classes, and for special classes for the physical, intellectual, and moral defectives. Segregation for these types is now common. There are still left in the regular classes after the feeble-minded are removed a large number of congenital illiterates who cannot profit except to a very limited degree by the academic course. At the close of the term, June 30, 1920, there were 516 children in the elementary grades who had

not been promoted for two terms, of whom 244 were in the first grade, 69 in the second, 45 in the third, 39 in the fourth, 36 in the fifth, 39 in the sixth, 43 in the seventh, and 1 in the eighth. Many of these are pupils in grades below the fourth who cannot be taught to read and to spell, and others have so little power that they are seriously handicapped. They must be taught each day what they were taught the day before. The academic work which causes them so much effort must be reduced to a minimum and other work of a prevocational character in classes within the schools themselves must be substituted. These children are not all feeble-minded. Many are inferior normals, potentially illiterate.

SCHOOL FOR THE DEAF

The Newark School for the Deaf was opened in November 1910. It is a part of the public school system and is seventh in size of enrollment of the seventy-five such schools in the country.

The enrollment for the last two years has been 84 and 89 pupils respectively. Last year there were ten elementary classes of all grades and one high school class. The average number of pupils per class was eight plus. The general average for such classes in the United States and Canada is seven. The small class is essential because of the close grading required for effective instruction. The cost is greatly increased by this necessity, but the state is repaid in full, for deaf boys and girls (who might without education become public charges) are trained for wage earning and the life of normal men and women.

The program of studies provides for three years of preparatory training in speech, speech reading, and language before the regular work of the school curriculum can be done. The curriculum does not differ materially from that followed by normal children. Bright deaf children are able to cover this course in from ten to twelve years; slow or dull children require a longer time. Because of the long time required for deaf children to secure an education, it is

important that they begin early. Hearing children have had, as a rule four or five years to learn to talk before they enter school.

The outstanding purpose for the education of deaf children is to train them for social and economic independence. Most of the children that have been enrolled in the ten years the school has been in existence have found it necessary to leave school at sixteen to go to work. This is typical of conditions affecting the deaf in all school systems. It is therefore reasonable and desirable to provide the greatest possible opportunity for vocational and trade training. So far we have been able to teach manual training, domestic science, and domestic art in this school. By extending the day to 4:15, from two to eight and a half hours weekly have been given to hand training according to the age of the pupil.

The first class enrolled in November 1910 was graduated in February 1920. It started with eleven pupils. Two remained and were graduated. They were girls and the two youngest in the class. They were more fortunate than their compeers who were obliged to become wage earners before they could receive the diploma of the school. The two young women completed the course in less than ten years—a very creditable record. The first commencement exemplified the work of the school and was an inspiring event. There was an exhibition of the written work of pupils and the program consisted of class demonstrations, recitations, songs, and calisthenics by the pupils. Each graduate recited,—one “Queen of the May” and the other Anthony’s Funeral Oration.

The follow-up work done by the teachers shows that all pupils who have left the school are employed,—most of them in factories. Their wages range from twenty to thirty-five dollars a week. If pupils could be held longer in this school they could be fitted for higher forms of occupation and even for those professions open to the deaf.

There have been many changes among the teachers of this school due to the conditions prevalent during the last

two years. Even with this handicap the school has distinguished itself for effective work under the management of a very efficient principal. Its future usefulness may be augmented by close affiliation with the Boys' Vocational School and the Girls' Vocational School. The trade training offered by these schools could be utilized, if attendance for deaf pupils were compulsory up to 18 years of age. Legislative action may possibly be secured, enabling the school for the deaf to give in full measure the blessing of speech, of an elementary education, and trade training to boys and girls so seriously handicapped.

BINET SCHOOLS

The name of the schools and classes for mentally defective children was changed within the past two years to Binet schools and classes. These schools and classes have not been free from the prevailing unrest among teachers which has marked the school years 1918-19 and 1919-20. At Binet School No. 1 on State Street, a school of eight classes, there have been thirteen different teachers; at Binet No. 2 on Coe's Place, a school of eight classes, there have been fourteen different teachers; at Robert Treat School there have been eight different teachers in four Binet classes; at Waverly Avenue School there have been four different teachers in two classes; at Binet School No. 3 on Alyea Street, where there was the least "turn-over," there have been six different teachers for five classes. The work of the supervisor and head teachers has been largely to train and adapt new teachers to the methods and standards of the Newark system.

Miss Meta L. Anderson, Supervisor of Binet Schools and Classes, was granted leave of absence for the year 1918-19 for rehabilitation work in France and Belgium. After her return she was given a second leave of five months to do the same kind of work in Serbia on the urgent request of Commissioner William J. Doherty. Miss Anderson's work in her chosen field has conferred distinction upon the city. The Binet Schools are widely known for their excellence of organization and management. Miss Anderson's experience

in Europe was valuable, not only to those who profited by her ability and inspiration but to the schools here. She has returned with a broadened vision of the tremendous problem which schools of this character must solve. During her absence the schools were under the supervision of Miss Bertha H. Weinberg, head teacher of Binet School No. 2, who was successful under most trying conditions. Miss Weinberg by training, experience, and devotion to the cause of the mentally defective has demonstrated fitness for leadership and responsibility.

In these schools much effort is made to develop the pupils through systematic physical exercise, hand work, and all forms of activity that will contribute to their welfare. Since they can be taught academic subjects to a limited extent only, there is a minimum of work in reading, writing, and arithmetic. Parents are disappointed and discontented often times because of this. But an inexorable power has fixed the limits. Education for these afflicted children cannot be through books but is possible only through motor activity. They can be trained to form habits, muscular habits. Such children must be trained rather than educated. The best of them are trained for self-support in the trade classes.

A study of 100 children, selected at random, who had been trained in these schools revealed the fact that the training of 82 enabled them to earn wages ranging from four to sixty-four dollars per week. Twenty-three of these received twenty-three different sums between the limits mentioned and the other fifty-nine may be grouped as follows:

No. of Children	Wages Per Week	No. of Children	Wages Per Week
5	\$6.00	5	\$14.00
4	8.00	13	15.00
13	10.00	4	18.00
5	12.00	4	19.00
5	13.00	1	64.00

Of the remaining eighteen, five are awaiting admission to institutions where they may have custodial care for the remainder of their lives; two are epileptics; three are in state homes, another was in such a home but was released and is now an unmarried mother; seven are married and have children and homes. One of this number has two

children. She has been divorced, and has remarried. She has just passed nineteen years of age. Eighty-eight of the hundred are successful according to the standard of self maintenance and of home occupation; twelve are the waste on the social sea. Surely eighty-two to eighty-eight per cent. trained is warrant for these schools and classes.

That the classes are expensive cannot be denied. They are less expensive, however, than the classes for the blind, the deaf, and the incorrigibles. The per capita cost for the blind is \$327.92; for the deaf, \$312.44; for the incorrigibles, \$170.43; for the mentally defective, \$144.06. The small classes, the expensive equipment—looms, benches, machines, and good special teachers are the means of saving these unfortunates and the expense should not be considered too great.

More of these classes must be established. The reasons for their maintenance are (a) they relieve the classes of normal children from the retarding influence of the feeble-minded, and (b) they provide educational training suited to the minds of the feebleminded. Another class should be organized in the Robert Treat School, where there is at present a vacant room, and others elsewhere as rapidly as room can be secured for them.

WELFARE WORK IN HIGH SCHOOLS

The follow-up work done in the high schools deserves special commendation. One teacher in each high school is assigned to do this kind of welfare work. A more important feature of the work than statistical tables is the personal interest which the workers manifest in the pupils. In many cases this keeps pupils in the schools, when the temptation to leave is very strong. There is great need for such work; even greater need than in the elementary schools, where the Department of Compulsory Education does follow-up work. The high school pupil is more strongly attracted by business, because he can command better wages. There is oftentimes economic necessity for him to help carry the family load. He yields, particularly if discouraged by the conditions in

high school, unless there be a counteracting influence to prevent it. The welfare workers interview such students and their parents, seeking to adjust the difficulties of the students, if they be adjustable, and to persuade the parents to sacrifice a little longer in order to give the boy or girl a chance to secure a high school education.

One cause of discouragement to pupils in the high schools is the tremendous amount of home work necessary in order to complete the course in the assigned time. In the elementary schools pupils have been protected from much home work by the rule which forbids the assignment of more than an hour's work to be done out of school. In the high school the standards of the system of credits requires that for each recitation in a major subject there shall be an equal amount of time given in preparation. Four major subjects a year are scheduled in all curricula which means 180 minutes, or 3 hours of preparation daily. Pupils are suddenly introduced to this increase in home work on entrance into the high schools, and unless each teacher is conscientiously reasonable in the amount of home work assigned pupils are deluged with work before they have formed the habit of study and of concentration and some are overwhelmed. Many become discouraged because the task is beyond their powers. Many who enter the high schools with great expectations and high resolve soon find themselves behind in their work. The retardation and elimination of high school pupils during the first year are largely due to this sudden transition. Even if pupils remain in school, they lose confidence in themselves and lag in their classes. In order to rescue as many of these laggards and discouraged ones as possible, it is the duty of the welfare worker to become personally interested in each individual case.

COACHING CLASSES

Another means provided for helping pupils is the restoration, or service, or helping, or coaching class. Such classes are organized in all high schools when needed, and are arranged and managed to meet the needs of the moment.

Some are held in school time, others after school hours. Their aim is to provide individual attention for pupils who are struggling with a particular subject.

The following excerpts from a report submitted by Dr. Leon Mones, teacher of a coaching class in English at Central High School, are clear and suggestive:

The Special Service Class in English met every afternoon of the past term from 3:10 to 4 p. m. Attendance in this class was compulsory for all students assigned to it, and in all cases was complementary to the work of the regular grade. Students were assigned to the service class by their regular grade teachers, who on a slip forwarded to the service class teacher stated definitely the deficiencies of each pupil sent.

The attendance of each pupil was rigidly recorded. When a pupil absented himself from a session, a report of his absence was immediately sent to his regular English teacher who returned to the service class teacher a verification of the student's legitimate absence from school.

A pupil was not released from attendance in the service class until he brought to the teacher in charge a note signed by his regular grade teacher. This note certified to the pupil's satisfactory improvement in his grade work and authorized his release from service class attendance.

Students who were sent to the service class were of all grades. They could be asked to report at any time during the term and for a diversity of reasons. Since service class attendance was a complement of and not a substitute for attendance in the regular grade of English, regular grade teachers felt no hesitation in assigning pupils to this class. The pupils themselves came to the class sometimes with alacrity, sometimes with resignation, but never with open reluctance.

For the following reasons it was found impracticable to conduct the service class by means of formal class recitations: (a) Pupils were enrolled and released at all times, (b) Pupils required varying periods of attendance, (c) Pupils exhibited individual deficiencies of widely different natures, (d) Pupils were of all grades.

They received, therefore, group and individual attention. At all times close cooperation with each pupil's regular grade teacher was maintained and his suggestions and advice were frequently asked for. Compositions which students wrote in the service class were referred to their regular grade teachers for reviewing. Homework which the regular grade teacher assigned was generally gone over by the service class teacher. It was thought well to let the student feel the cooperation that existed between his English teacher and his service class teacher.

The methods of teaching that were employed were in all cases adapted to the needs of the individual students.

(a) One boy who suffered from an ineptitude of speech was cured by phonetic reeducation. Each day he was taught by demonstration and example the proper articulation or pronunciation of some vocal combination. He was given exercises to practice at home and talks to prepare for delivery before the class.

(b) Those who were weak in written English wrote and rewrote daily themes and listed errors which they made.

(c) Those who had been habitually unprepared in their regular grade work did under supervision the homework assigned by their regular grade teachers.

(d) Those who exhibited acute inability to address an audience were given occasion to address the service class.

(e) Stammerers were given proper exercises, encouragement and guidance. It may be interesting to note that in the course of the work, one student was completely cured of stammering; two were noticeably improved; one who had previously been almost unable to talk was taught to do so satisfactorily.

The following tables summarize the work accomplished during the term:

Number of students sent to Special Service Class during term, 76.

Number of students released for satisfactory improvement, 30.

Number of students who left school or dropped English for term, 19.

Number of students in Special Service Class at present, 27.

Average length of stay in Special Service Class, 12 periods.

Reasons for Special Service Class Attendance	Total No. Assigned	Released for Im- provement	Left School or Dropped English	On Roll at Present
Habitually Unprepared	10	2	3	5
No Book Reports.....	5	4	1	0
Make up Absences.....	11	5	2	4
Weak in Written Composition.....	5	2	2	1
Weak in Grade Content.....	4	2	1	1
Weak in Memory Selections.....	6	3	1	2
Weak in Grammar	7	3	2	2
Weak in Oral Composition.....	4	2	2	0
Dictionary Work.....	5	1	0	4
Weak in Diagrams	5	2	1	2
Weak in Outlines and Summaries	7	2	2	3
Weak in Word Study	4	1	1	2
Weak in Business Letters	3	1	1	1
Totals	76	30	19	27

DEAN OF THE HIGH SCHOOL GIRLS

The position of Dean of High School Girls is a new one in the schools of Newark, while its scope is broad and its influence potent, its duties cannot well be specifically defined. They cover in general, matters pertaining to the health of high school girls, to their proper dress, to their social activities, to service for others, to whatever tends to make them efficient and happy. Mrs. A. B. Poland has discharged these duties with tact and good judgment and has made the position one of real service to the girls and teachers in

the high schools. The following excerpts from her last report are quoted to indicate the scope and to describe the character of her work:

While the actual work of teaching is the province of the classroom teacher, there is much that can be done by the dean toward creating *esprit de corps* in a school. School spirit, personal pride and ambition, social enjoyment, interest in the welfare of others with opportunities for service,—these things broaden the view of a student and add zest and interest to the daily routine which too often is dry, uninteresting and even repulsive to some. One of my methods, aiming to inspire a spirit of love for school, has been the organization of clubs of various kinds. The Girls' League of Barringer, for instance, comprises all the girls of the school. Conducted by the students themselves, with an advisory committee of teachers, the League is devoted to improvement of various phases of school girl life. In order that the proceedings may be more closely a school feature, the monthly meetings are held in the auditorium during school hours. At this meeting reports are given from the various organizations representing the girl activities of the school,—the Service Club, Swimming Club, Girls' Athletic Union, Choral Club and Patriotic League. Usually a speaker from outside or student representatives from other high schools add interest to the program.

The Service Clubs above mentioned exist in three of the high schools. The members serve first their own school in whatever capacity needed; second, they endeavor to bring sunshine into the lives of others less fortunate. Last year the East Side High School Service Club materially assisted the East Side Day Nursery where were housed many infants left orphans by the "flu" and the war. The Barringer Service Club made the blind children of the Washington Street and Robert Treat schools the special objects of their good offices. Outings were planned whereby the children and their teachers were taken in autos to the parks. In their enthusiastic letters of appreciation some of the blind children declared that it was the first time they had ever heard birds singing in trees or smelled flowers growing in gardens. So successful were these efforts that the Club has planned to include, this year, the deaf and other defective children of our schools. The good services of its club have been of marked value in many ways to Central High School. In fact, this Club is the parent of the others, having been organized under the auspices of the Principal some time ago. Its members make themselves responsible for the appearance of school halls and grounds, set a standard for personal conduct in and about the building, look after the comfort of teachers, create a sentiment in regard to proper dress and interest themselves in seeing that measures proposed by the Principal are carried out.

While the war lasted the patriotic clubs of all the high schools accomplished considerable relief work for soldiers. The work included surgical dressings, Red Cross articles for soldiers and for bazaar, knitting, etc. The efforts ceased when the need disappeared.

At various times principals and teachers have suggested subjects upon which the girls of their schools need special instruction; such as:

- (a) Manners—at school, at home, on the street.

- (b) Dress—appropriate costume for school, for commencement; use of cosmetics, etc.
- (c) Relation of girls and boys—privileges and limitations.
- (d) How to study, etc.

To meet this need arrangements were made at East Side and Central, and are at present being considered at South Side, whereby the dean meets the girls of the school in groups. The lesson is conducted as a fireside discussion rather than a lecture, the pupils freely taking part. This enjoyable exercise is followed by a social hour during which every girl is introduced by name to the dean. When practicable, light refreshments are served, and the etiquette of the drawing room is observed as far as possible. The opportunity for acquaintance thus given often leads to requests for advice on private matters. A genuine personal relation between student and dean, is in my opinion, the vital spark of success.

It has seemed to me wise to bring the alumnae of the high schools into closer touch with the present students. I have also been desirous of affording our girls, especially the seniors, at least one real social event; that is, a social affair entirely outside of school, such as they may experience in after life. The Alumnae Association heartily approved the plan and accordingly, as first of a series of such events, arranged a tea at the home of one of its members. Engraved invitations were sent by mail to every senior girl in Barringer. Three teachers who comprise the social committee advised the girls on proper form of acceptance or regrets, how to dress, conduct at the reception, etiquette at leaving, and similar matters.

The reception was a great success and an innovation in school life. The girls met many of our leading Newark women. Among them were some of the oldest graduates of the Newark High School whose enthusiasm and loyalty to their *Alma Mater* could not but impress the young students.

It is my earnest conviction that if we could introduce into high school days much that is delightful in friendships and social life which is commonly associated with college experience, a larger percentage of our students would remain to the end.

Since the most vital function of the school is development of character, the get-together talks to groups of girls, above referred to, have covered a wide range of subjects. In addition to those mentioned above, there has been given systematic instruction on habits and attitudes desirable for good citizenship such as, care of health, thrift, promptness, obedience, self-reliance, self-control, honesty, truthfulness, generosity, courtesy, loyalty and sense of civic responsibility.

Perhaps the most effective service I have been permitted to give has been to individual girls. It is difficult to give an adequate report of confidential matters. A case or two may, however, be mentioned. Last spring a very worthy student of one of our high schools was annoyed by the attentions of a man who frequently spoke to her on her way to school. He insisted upon paying her carfare, sitting beside her and even offering candy, etc. The girl became alarmed by his persistence and reported it at her school. As there had been a number of similar cases in the neighborhood, the principal reported the matter to the detective bureau. The man was arrested and brought to trial. After pronouncing him guilty, the

judge, turning to the girl, informed her that by answering the man when he spoke and not publicly resenting his attentions, she too, was guilty in the eyes of the law. He further remarked, "*It is a pity that you young girls have no one to instruct you how to act under such circumstances.*"

Since that time I have made it my duty to speak to girls concerning their proper conduct under similar circumstances. And to my surprise confidences have been called forth revealing that other girls have had the same experience and moreover that they have been timid about mentioning these experiences at home or at school. Some cases have been reported by me to the detective bureau; in all cases the girls have been instructed exactly what to do.

It has been my privilege to speak to some of our senior classes upon their choice of employment after graduation. I am often called upon, also, to suggest to girls who must leave school to go to work, where to seek positions. I have found that with the exception of those who expect to go to college or to normal school, few students have definite notions of what they will try to do. The majority expect to seek employment, but as more than eighty per cent. of the working world have done, they will take whatever job chance may offer. They do not know that it is their privilege to make an intelligent choice based upon study of the various fields and that their own natural interests and ability should help to determine the kind of work selected.

The necessity of being of definite assistance to our girls along this line seemed imminent. To better qualify myself to give advice, I made a survey of the principal industries of Newark which employ the girls of our schools. I visited almost one hundred different concerns—factories, banks, insurance companies, department stores, etc.—to become acquainted with the conditions under which our girls work and to learn what qualifications are required. The facts peculiar to each place of employment were recorded in answer to a questionnaire. These questionnaires are filed in my office. They contain much valuable information. In several cases the superintendent of the firm, or other party interviewed, made practical suggestions as to what more, from the business viewpoint, the schools may do to prepare students who expect to seek positions in the industrial or commercial world.

By knowing what a given position requires and also being able to find out the special qualifications of the applicant, it is possible for the vocational guide to prevent in some measure at least, the many changes—the so called wastage in business—that as a rule are made before an employee finds his or her proper place in the business world.

It not infrequently happens that a student who otherwise would have to leave, may be kept in school if she can find employment out of school hours and on Saturdays. I have been giving special attention to such cases, and have been successful in securing a number of part-time positions. I am at present, with the help of the welfare workers, making an investigation and preparing a list of firms willing to give part-time employment to our students.

From time to time I have been calling conferences with the women members of the faculties of the high school in order to get a more intimate knowledge of the particular needs of each school. I hold at stated times also, conferences with the welfare workers.

The aim is to systematize the welfare work of all the schools. These meetings have been of especial interest and benefit.

Opportunities of service to teachers have been, from time to time, afforded. It always gives me pleasure to respond when called upon for anything that I can do. Reports have been sent to the Superintendent on matters that on various occasions have seemed to need adjustment. Recommendations have been made also in regard to matters of general welfare to students and teachers.

Interviews with parents are increasing in number as the students become better acquainted with the functions of the dean. Such conferences, as a rule, result in the parents' better understanding of the aims and methods of the teachers and a keener realization that the school is an agency working in the interest of their children. There have been cases resulting in a better understanding between parent and child.

THE SCHOOL MUSEUM

When the School Museum was established, it was thought that it could be housed in the Robert Treat building where there were long, wide corridors on the three floors, with wall space well fitted for exhibition purposes. A small room was assigned to the clerk appointed to take charge, with the expectation that within a reasonable time more space could be secured so that the work would not be hampered. As time passed it became evident that no more space could be spared, for no provision could be made for the Binet classes housed in the Robert Treat building. The intention was to transfer these classes to the Wickliffe Street building as soon as the Boys' Vocational School was erected. The necessary delay in the construction of this school prevented the consummation of the plan. A recommendation was made that the dwelling house owned by the Board of Education and located next to the Chestnut Street School be fitted up for the use of the Museum. The house was afterward rented as a dwelling, and there was no other place available. Proper development of the Museum will be impossible until suitable quarters are provided and an adequate appropriation made for its support. However, although sufficient accommodations could not be secured a modest beginning has been made from which the schools are destined in time to reap the benefit.

There are three important objects in mind in the establishment of the Museum:

First. It was believed that if the various collections of minerals, birds, and other useful specimens now in the several schools throughout the city could be brought together, classified, and arranged in sets, they would prove very useful to all the schools. These specimens are merely stored now, unusable because un-get-at-able and unknowable, and so covered with dust that the task of finding any particular thing is so difficult and so disagreeable that it is very rarely undertaken. The practice followed for years of renting cases of birds and minerals and woods from the New York Museum of Natural History, and the excellent service of the Newark Museum to the schools of the city, had given such general satisfaction that there seemed good reason for making the unused material in the schools available for this purpose. To do this, however, would require at least one classroom as a workroom and storage space sufficient for the material.

Second. The stimulation resulting from the exhibition of school work in connection with the 250th Anniversary of the founding of the city made the formation of a permanent exhibit seem desirable. The purpose was to have a permanent exhibit in which the material should be constantly changed so that teachers and the public might be shown the work of the schools. It was believed that such an exhibit would be an incentive to the children to put forth their best efforts in order that their work might be exhibited. Accordingly an exhibit was placed on the walls of the corridors of the Robert Treat School. It was found impossible to care for so large an exhibit without more supervision than was provided, because valuable articles were taken by visitors and the dust accumulated so that the specimens became dirty and were marred by fingering. There can be no doubt of the value of a permanent exhibition of this character, but it requires considerable care and adequate space.

Third. The other object in mind in the establishment of a School Museum was the development of a department of visual instruction. A number of slides had been collected and were owned by the Board of Education. A portable

Pathescope machine was purchased and a film service established. For months several days a week were devoted to giving programs in the several schools. This is the only one of the three main activities of the Museum that has, as yet, gained any headway. The work in visual instruction has been excellent in quality and gratifying in amount during the last year. (See Appendix B, p. 167.) This is due, in great measure, to the efforts of Mr. Arthur G. Balcom, Assistant Superintendent, to whom had been given the duty of building upon the foundation already laid. He now has charge of the School Museum which includes the Department of Visual Instruction. A room in the basement of the Girls' Vocational School has been in use temporarily for testing and repairing films, but it is not adapted to the purpose.

VISUAL INSTRUCTION IN THE SCHOOLS

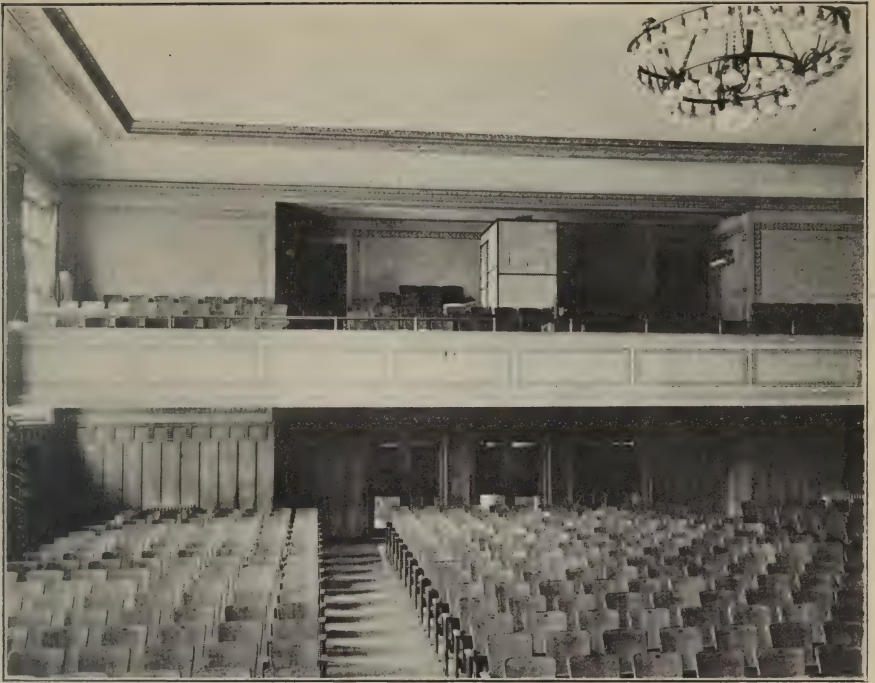
The following quotations from a communication to the Committee on Instruction and Educational Supplies will make clear the main features of a plan adopted by the Board of Education for the development of visual instruction:

Visual instruction in the schools through the medium of the motion picture is a vitalizing agency with unlimited possibilities. Motion pictures should supplement the text books and should be available for use the same as stereographs and slides.

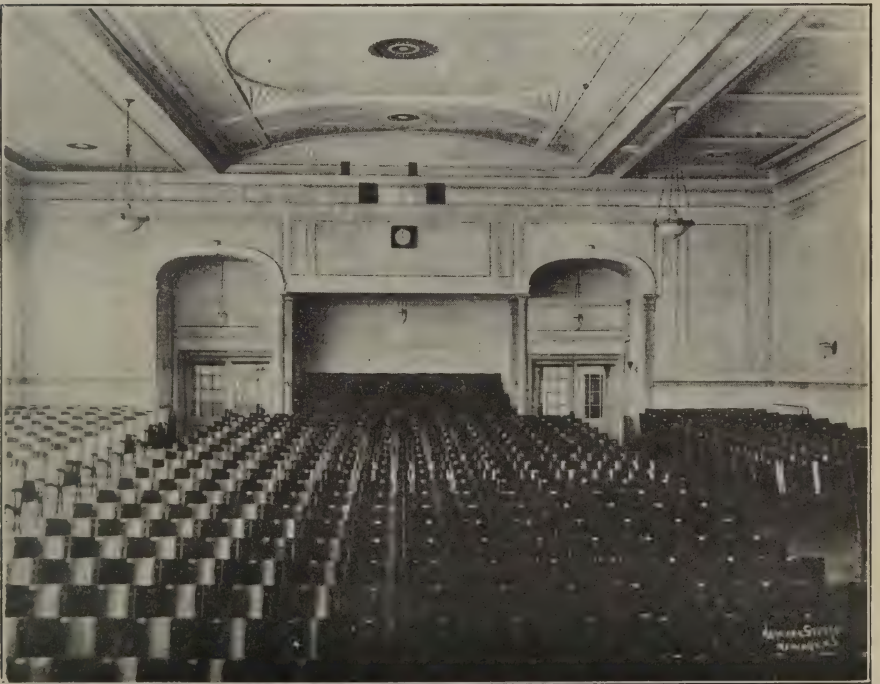
In the alternating schools a larger and more constant use of the auditorium is involved than in the traditional school. It is necessary that the auditorium be equipped with projection apparatus so that motion pictures may be frequently shown. The projection outfit in the other schools should be greatly increased for the motion picture. All schools having a permanent booth in the auditorium should be equipped with a machine adapted to the size of the room. Principals should be allowed to purchase machines and pay for them out of the text book appropriation for their schools.

For the standard machine a licensed operator will be necessary. A license can be obtained by examination by any teacher or school employee above twenty-one years of age. Mr. Alexander, the projection operator employed by the Board in connection with the public lectures, can instruct any individual or group of individuals to operate a machine.

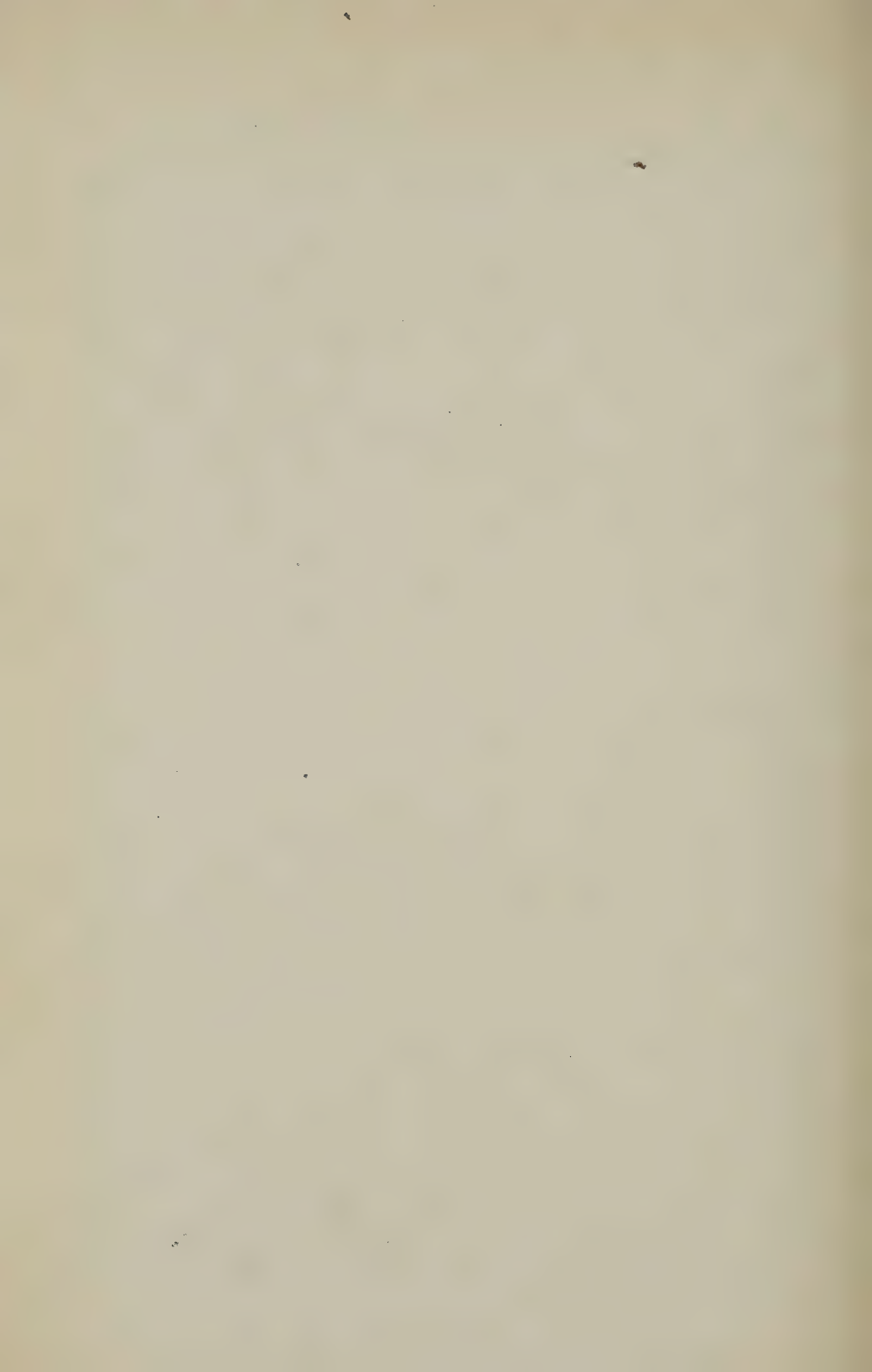
The machine for the standard film according to a state law requires a fire proof booth which must be made of asbestos board. The smallest size allowed is 6'x4'x6'. This type of booth would answer for all schools. It could be fastened permanently in a gallery or could be put on rollers for an auditorium, and when not in use, rolled to one side.



AUDITORIUM OF CLEVELAND SCHOOL, SHOWING STATIONARY
ASBESTOS MOTION PICTURE BOOTH



AUDITORIUM OF JOHN CATLIN SCHOOL, SHOWING
BUILT-IN MOTION PICTURE BOOTH



There are six schools that now have permanent booths. In all other buildings where motion pictures are shown a booth must be supplied. Booths for the schools should be provided out of general appropriations for providing school furniture.

A film service should be organized for the schools in connection with the School Museum and the expense be met out of Lecture and Museum appropriations. The Board authorized the filming of the activities of Field Day for elementary schools. This is the beginning of a film library owned by the Board, and it should be added to from time to time by filming other school activities and by purchasing desirable films.

PLAY AS AN EDUCATIONAL MEANS

If education be defined as learning to read, write, and cipher and if such definition be accepted and made the basis of practice, then all other efforts and activities in the schools are outside the set limits. But fortunately this narrow and warping view is the opinion of comparatively few persons. A more comprehensive one is held by a large majority of the people. It has been the efficient cause of the wonderful advance in education. The conception underlying modern educational procedure is the development of intelligent personality into rational freedom, the greatest possible for each individual. Because of this, every kind of effort and activity that can contribute to the realization of such an ideal is justified. Not only are the basic school arts—reading, writing, and ciphering—taught in progressive modern schools, but manual training, domestic art, domestic science, literature and the art of expression, drawing, music, geography, science, history and civics. This inspiring conception has caused, too, the introduction of the kindergarten into the American school system.

The kindergarten as developed by its great founder is a place of systematized play for young children. The games accompanied by rhythm and song are strong in their appeal and afford the means for social and moral training. But play as an educational means must not and has not stopped with the kindergarten. The background and the opportunity exist in our schools for a splendid movement that will prove to be a tremendous influence in the development of national character. The French savant Cestre, in his

"France, England, and European Democracy" describes what the result of this may be, when he says:

"Our over-channel neighbours seek the strong emotions of the hunter or the warrior's rugged virtues in the practice of athletic sports. They depend upon these sports for the training of the muscles and will-power necessary to thoroughly develop the individual. In France we are beginning to understand how essential for the physical and moral development is the practice of great organized games; but we are still very little inclined to give them the importance which they have assumed in England for a century or more. Great Britain is the only country in which athletics have their full educational value, because they really represent a national training school. People of all ages and all classes devote themselves to some kind of sport. Children enjoy reserved quarters on the Common or parish playground to practice the elements of football or the first steps of cricket. Elderly men organize their own matches in which they are no longer able to compete with younger men. The adults of the country form club teams everywhere, to fit themselves, in their moments of leisure, according to preference or aptness or according to the season, for the noble practice of the national games. The outskirts of the towns are intersected with a network of meadows of close-cropped grass, where groups of young men in white flannel or variegated jerseys disport themselves. Twice a week the shops and factories cease work in the afternoon, and release "all hands." Employees and workmen are soon transformed into nimble, daring, and persevering players. At set dates, matches permit rival teams to measure their strength, in presence of thousands of on-lookers. . . . The practice of sports thus organized and generalized finally become an institution and a national passion undoubtedly exercises a formative influence on the character of the race. And in fact the qualities that can be attributed to this influence are many. I shall mention physical endurance, the spirit of discipline, the devotion of the individual to the group, the sacrifice of personal vanity to the common interest, initiative, patience, and authority. I shall particularly insist on fairness in combat and generosity towards the opponent."

With strong belief in play as an educational means, the schools of Newark are now making a test of the theory on a large scale. The old time boisterous, romping recess has less vogue and organized play under the guidance of teachers is in its place. This does not mean that there is no free spontaneous play, but rather that games and physical activities and athletics have been added to the free, joyous play of the olden days. Play now has a purpose and is an exercise calling into full use the powers—physical, mental, and moral—of the children. Play in the open air as well as in the classroom and gymnasium must more and more be an accepted part of school practice and must not be merely incidental or perfunctory. Every school should have its

playground and every playground a teacher in charge. Children should be there in successive groups all day long and not merely for one brief period in the morning session. The loss of the old time recess can be condoned, if it proves to be but a step toward the incorporation of play into the school program as a very important educational activity.

PLAYGROUNDS

The increase of population in cities and the consequent demand for more accommodations in the schools have resulted in additions to existing buildings, often without the purchase of additional land. School yards, originally large enough, have been reduced in size often cutting off the supply of light from classrooms and resulting in the loss of playground space to the children. Added play space has not been purchased for such schools because of the high prices asked for adjacent land with the buildings thereon. Roof playgrounds have in many cases been substituted, but they are, at best, unsatisfactory because of the difficulty and inconvenience involved in reaching them.

The reason frequently given to justify this state of affairs is that the recess formerly allowed in schools is less common than a few years ago. While this is true, it does not mean the abolition of play, for the recess is but an incident in the field of physical education.

While this evolution has been in progress, another movement somewhat parallel has gained great impetus. Some fifteen years ago the Playground and Recreation Association of America began to raise money and send workers broadcast throughout the United States organizing playground activities. Members of this Association found that they could influence public sentiment and obtain appropriations easier through the municipal officials than they could through boards of education who had no funds except for specific purposes. Municipal governments have, since that time, provided space for play by purchasing and equipping playgrounds and placing the management of them in the hands of a municipal board. Everyone who has given the matter

full consideration will agree that playgrounds are really a part of the educational system and should be controlled by the educational authorities. The most cordial cooperation oftentimes exists between the bodies having charge of play and education respectively. In one large city having "cooperation" as its slogan, the respective boards made very satisfactory arrangements whereby playgrounds were maintained near, and in some cases, adjacent to school buildings. Newark, in July 1919, through the initiative of His Honor, Charles P. Gillen, Mayor, won distinction by transferring the title to her municipal playgrounds from the municipality to the Board of Education. Those which the latter Board did not care to accept were abolished by the Commission. By this transfer there were acquired the Summer Avenue playground, the Vailsburg playground, and those located on the following named streets: Newton, Broad, Prince, Morton, and South Canal. Although the equipment was somewhat meagre and in poor condition, the acquisition of these grounds inaugurated a very commendable reform which might well and undoubtedly will be widely imitated.

The Summer Avenue ground is situated in one of the congested sections of the city. It is divided into two unequal parts by a public alleyway. Notwithstanding this condition, it provides, with the ground at the McKinley School, fairly desirable facilities for play for this neighborhood. The Vailsburg ground is large enough for a playground and a game field combined. Since a game field is needed in the western section of the city, it is gratifying to have the land in our possession. There is a grandstand on the field, but several other improvements are needed. The whole property should be put in as good condition as the game field on Bloomfield Avenue. This cannot be done in the immediate future for a large part of this ground is now used as a tent city, where dispossessed tenants may find a temporary refuge until the housing problem is solved. The Newton Street ground, located at the rear of a hospital, was an annoyance which the medical authorities wished removed. Besides it was very near the playground of the Newton School, and there seemed to be unnecessary duplication. On

the Superintendent's recommendation, therefore, the Newton Street ground was sold. He also recommended that a new play centre be established at the Robert Treat School by increasing the size of the yard. The interests of the children of the section will be better served by following this plan than by any attempt that might have been made to maintain the playground situated at Newton Street. The Broad Street yard was rented by the Playground Commission and was required for other purposes by the owners on the expiration of the lease, soon after authority was transferred. The equipment was moved to the yard of the Hamilton School, where a playground should be maintained most of the year. The Prince, Morton, and South Canal Street yards are in districts where the opportunities offered are greatly needed and where the service rendered is much appreciated and valued.

With the addition of the playgrounds mentioned in the foregoing paragraph, the playground system now under the Board of Education comprises three types—the all year playgrounds, or those acquired from the Playground Commission; the after school playgrounds; and the summer playgrounds. All year playgrounds are operated for six hours each week day throughout the year. The hours are the same as those required by the Essex County Park Commission in the maintenance of the county playgrounds on Saturdays and holidays, namely, from 10 a. m. to 6 p. m. The after school yards are maintained from April 1 to June 30 and from October 1 to November 30, opening on school days at the close of the school session and remaining open until five o'clock. Four after school yards—McKinley, Monteith, Newton, and Webster—are operated in connection with the all year schools. The summer playgrounds are maintained from 1 to 5 p. m. each week day except Saturday, for seven weeks in July and August. Three of the all year playgrounds—Morton, Prince, and South Canal Streets—and one of the after school yards—McKinley—are open under the supervision of a properly qualified teacher on week day evenings until 9 p. m. A reform in the plan for supervision of these grounds is under consideration—that is, the appoint-

ment of one director only, instead of one for each sex. Before the yards are opened for another season a definite recommendation will be made in reference to this important change. The all year playgrounds were closed during the winter because of the unfortunate controversy precipitated by the insistence of the Civil Service Commission that the Board of Education should accept according to seniority the employees of the transferred grounds. The Board was willing to employ some but not all of these employees. Since it could not choose, it was deemed best to close the grounds temporarily. On reopening in the spring, persons qualified under the rules of the Board of Education were appointed to the vacant positions.

The intention is to employ both as directors and play assistants high school graduates with not less than a year's training in an approved normal school or a school of physical training or a year's experience in playground work. Such minimum qualifications are none too high in view of the important character of the work they are called upon to do. They are not mere custodians of children on the nursery maid level, but are teachers, directing play as a means of education. They should, like teachers of other subjects, know their subject and know children and how to interest them. They should have organizing ability, attractive personality, tact and good judgment, and honor. It is not enough that they make themselves understood in English; they should speak the language correctly. Their influence over the children should be powerfully effective in all that makes for Americanization and for good citizenship. They should have the skill to direct acceptably free as well as organized play. They should possess the personal power to influence for good all children who are under their guidance and control. Only persons having these qualifications should be employed, otherwise the expenditure of money for the purpose will, in a large measure, be wasted.

It is very gratifying to note that every school in the city, except one, has a kindergarten fully, even generously, equipped for its work. For the grades there is a course in physical education which includes calisthenics, gymnastics,

games, and athletics. Thirty-six elementary schools and four high schools have commodious and unusually well equipped gymnasiums. There is one ten-acre game field on which great exhibitions and athletic contests are held. There are fifty-eight elementary teachers and fifteen high school teachers of physical education, a supervisor of athletics, and a director of physical education with three assistant supervisors. All of this is most gratifying and highly creditable, but it does not represent all that is desirable in the extension of play throughout the system. There must be better playground facilities at or near each school building. There are a number of buildings with very inadequate grounds and some with none at all, as the Cleveland and the Lafayette. The needs of these schools and the South Street, Monteith, Monmouth Street, Webster, Belmont Avenue, and Robert Treat should be supplied in the immediate future in order that the play movement may not be impeded.

PHYSICAL EDUCATION

Within the last generation, psychologists have taught that one of the great factors in education is physical training and within a few years public sentiment has forced the admission of physical training into the schools everywhere. So great has been the demand for its introduction that some hastily considered requirements have been made, such as the provision of the New Jersey physical training law concerning the amount of time for teaching the subject. This might well be changed. One hundred fifty minutes per week does not fit well into the scheme of things. In high schools the recitation period dictated by the accrediting agencies is "not less than forty minutes." The usual period is forty-five, to insure forty minutes of instruction and time for the pupils to change classrooms. Three such periods a week take one hundred thirty-five of the one hundred fifty minutes, leaving fifteen minutes for instruction in the informational branches,—"First Aid," "Domestic Hygiene" and "Home Nursing,"—required by the state. Fifteen minutes per week to do this are insufficient. Any other plan causes the same awkward condition of affairs. Other than in this respect the physical

training law is an excellent one. The law should be made to read "not less than one hundred twenty nor more than one hundred eighty minutes per week." This would give flexibility in programming and would still insure the achievement of the purpose of the law.

For nearly a score of years, physical training has been an important part of the work in both the elementary and secondary schools of the city. The state law has caused no change in the work or in the practice of our schools, except to increase the amount of time given to the subject. In thirty-three elementary schools it is carried on in gymnasiums for classes above the third grade. Usually in this grade and those below, it is taught in the classrooms by the class teachers and by the supervisors. In twenty-three schools having no gymnasiums the subject is taught also in the classrooms by the class teachers under the direction of the supervisors. There are gymnasiums in most of the special schools and the subject is taught either by trained teachers of physical training or by teachers trained for their specialty who are fitted also to teach physical training. Primary classes that cannot be scheduled for the gymnasiums are oftentimes sent there for unassigned periods and are given mass instruction in games, folk dancing, and athletics. It is a common practice in each school to use the gymnasium after school hours for athletics, folk dancing, and free play. On some days the gym is set aside for the recreation of the boys and on other days of the girls.

The course of study in physical training in scope, sequence, and distribution of material is modern and designed to meet all reasonable demands. It has not been possible to include swimming in the course of study because there are no swimming pools in the schools. Notwithstanding the lack of facilities, an attempt has been made to teach swimming. Some classes have been taken to the public bathhouses to be taught this noble art. Whenever this has been done, the children have been very appreciative of the chance to learn to swim.

In some of the schools health leagues have been formed as an experiment in the formation of proper health habits.

They have met with the approval of pupils and teachers and show that health instruction by means of these leagues can be more successful in forming health habits than theoretical instruction in hygiene. Below the seventh grade physiology and hygiene can be better taught under this plan than any other way so far discovered. The placing of such health instruction under the care of the physical training department by means of leagues is now under consideration.

The excellence of the course of study, the superior equipment, the ability of director, supervisors, and teachers have won widespread commendation. There has never been stagnation, but always ready adjustment to new knowledge and to more inspiring and helpful ideals. The precision, vigor, and general character of the work are excellent.

ATHLETICS

The appointment of Mr. Walter E. Short to the position of Supervisor of Athletics was followed by a reorganization of this division of the department. Mr. Short has had the benefit of a liberal education and of excellent training for his special work. He brought to the position a deserved reputation as a successful coach. He is young, capable, ambitious, and a growing man. Athletics, because of the competitive features, require a manager with unusual tact, steadiness, good judgment, and organizing ability. In the time he has been in charge, Mr. Short has manifested his fitness as an organizer and leader. He has managed the game field in a satisfactory manner and has made an excellent start in mass athletics.

No argument is necessary to convince any one of the value of athletics in training the body and disciplining the mind, but the practice has been that only the few have had the benefit. Provision should be made in the school routine for all pupils to take part in competitive sports. Without criticizing the efforts that have been made in the past, the fact remains that only a small number of pupils actually engage in regularly organized athletics. There should be more general participation by the student body and that

participation should be frequent enough to give pupils real and practical benefit.

The Supervisor of Athletics, with the teachers of physical training in the respective schools, could organize each school on an intra-mural basis. This is neither new nor revolutionary. Every teacher of athletics is familiar with the idea. He knows, too, that a practical scheme is what is needed—a plan, simple and workable. Such a plan can be illustrated in the organization of the high schools. Each high school has eight grades, 1B to 4A inclusive. To organize the school on an intra-mural basis, each grade might be taken as a unit and might organize teams for seasonable competition in the several sports, using as many different pupils in the grade as possible.

Physical training should emphasize mass athletics. Athletics ordinarily take pupils into the open air which is better than exercise in gymnasiums, although this has its place and its value. Calisthenics and gymnastics, useful though they be, do not call into activity the same powers that athletics do. The necessity for quick and correct decision in the games and competitions, the self-control developed, the spirit of cooperation with others, loyalty to team mates, and courtesy to opponents make athletics of supreme value. This training should be given all students, and it can be done by means of such a system of obligatory mass athletics as that suggested. By this it is not meant that the "Varsity" teams and the interschool games should be discontinued. They are too important and too influential in school life to be abolished. It would be a calamity to even limit them beyond reasonable control. They develop school pride and loyalty, and fix the standards. To make the "Varsity" team should be the honor to which each student should aspire. Those who lack the natural ability necessary for supremacy in athletics will not succeed, but they will be benefited by the effort to acquire the skill which such places require. The desired condition is to have "Varsity" teams in each school and to have each student in every school interested in one or more games in which he or she is seeking to perfect himself or herself, for girls as well as

boys benefit by athletic training. There should be interclass competition, as well as competition between teams in the same class, and interschool competition, not competitive games for the mere love of winning, but for the love of the game. Physical development through play in the open air, recreation for the joy and the health it insures should be the motive. This makes winning a secondary although an essential object of each game. The development of this outlined field is Mr. Short's particular task. It is an opportunity to make a great record that will bring distinction not only to himself and his co-laborers but to the schools of the city.

The one great difficulty encountered has been due to a feeling that the instructors should receive additional compensation for coaching teams after school hours. This has been caused in part by the privilege granted one instructor to act as coach at a college in a neighboring city. The feeling and the consequent agitation should not be permitted to defeat so excellent a cause or to impede so worthy a reform. It should be borne in mind, also, that teachers of academic subjects spend much time upon school work outside of school hours.

REORGANIZATION OF THE DEPARTMENT OF PHYSICAL TRAINING

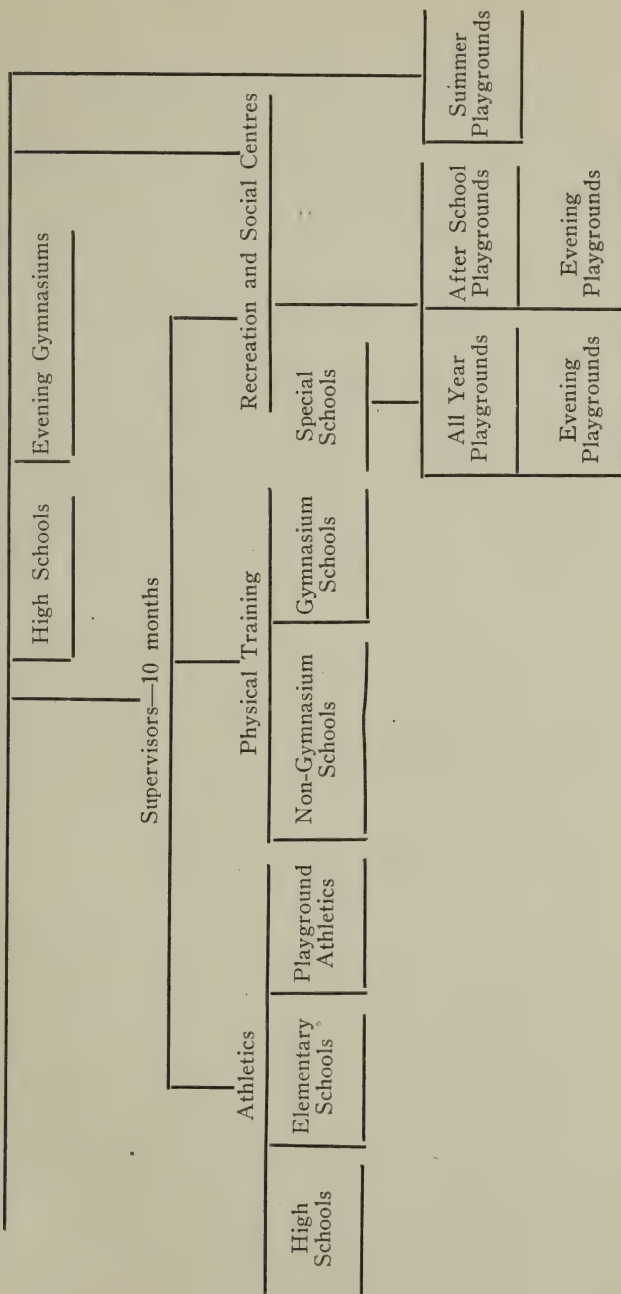
The opportunity for the reorganization of the Department of Physical Training was presented by the acceptance of the municipal playgrounds by the Board of Education. It should be called the Department of Physical Education and Recreation. It has these divisions: athletics, physical training, recreation and social centres; the sub-divisions are *high schools*, *non-gymnasium schools*, *gymnasium schools*, *special schools*, *recreation and social centres*. The director has supervision of all day and night and summer work in physical training and athletics, and of playgrounds and social centres. The position should be on a twelve months' salary. There is a supervisor in charge of non-gymnasium schools, one in charge of gymnasium schools, one in charge of special schools and recreation, and one in charge of athletics. These positions are on a ten months' salary. The

assignment to perform the duties of these various positions is made, except in the case of the supervisor of athletics, by the Superintendent of Schools, because the work varies in amount for each year and at different times of the year and is heavy or light, according to season. Because of this variation, it is not advisable to put supervisors on a twelve months' salary basis. All are not needed in the summer months and only the number for whom there are duties are employed at that time.

The following shows by graphic representation the organization described above:

DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION

Director in charge for 12 months—day, night, and summer playground work included



The director of the department has the immediate supervision of the high schools, evening gymnasiums, social centres, and summer playgrounds. The athletic division has a supervisor in charge of athletics in high and elementary schools and playground athletics for ten months in the year. There are 22 non-gymnasium schools, 35 gymnasium schools, 9 special schools, and 4 high schools. The division of recreation and community centres is composed of 5 all-year playgrounds, 5 after school playgrounds operated for five months, 18 summer playgrounds operated for seven weeks, 4 evening playgrounds, and 4 community centres.

There are several pressing needs that should receive early attention and be followed by favorable action:

(a) The after school playgrounds should be increased in number. The children are in imminent danger from the heavy traffic in the streets, especially automobiles and trolley cars, and should be given adequate facilities for play in school yards.

(b) A woman supervisor should be appointed in the department. There are many occasions when her services are needed. She should be given charge particularly of corrective gymnastics, a field where a capable, well trained, and able woman could give valuable service.

COMMUNITY CENTRES

The aim for the community centres should be to encourage the participation of citizens, young people, and children in the enjoyment of the facilities offered by the resources of the schools. The schoolhouse should be the community centre where intellectual, recreational, and social opportunities are open to all who conduct themselves properly. The names *playground*, *gymnasium*, *library*, *moving pictures*, *clubs*, *lectures*, *debates*, *games*, *concerts*, *dances*, *pageantry*, and *dramatics* suggest some of the activities which properly belong to community centres. The Monteith School may be taken as a type of many that should exist in different sections of the city. Its playground, shop, kitchen, evening and summer schools, public lectures, and concerts, dances,

gymnasium classes, clubs, community chorus, motion pictures, and other forms of social activity suggest a very worthwhile program to appeal to community interests. The work is not merely for amusement but for civic and patriotic instruction and training. Community centres have demonstrated their influence for better citizenship. They possess great possibilities for work in "Americanization." There should be more community centres established.

THE MANUAL ARTS

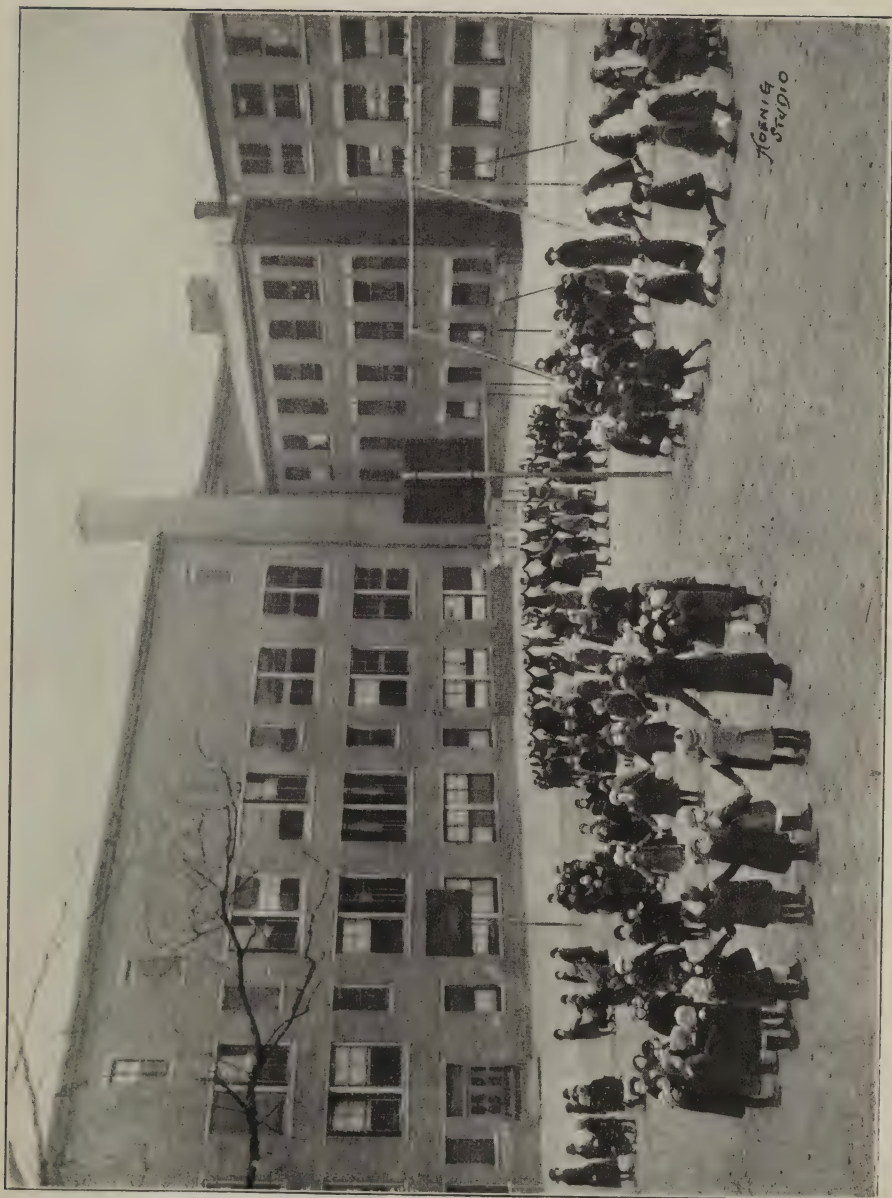
The department of manual arts, including primary manual training, domestic science, domestic art, art, and manual training has enjoyed two years of great activity and development. These subjects are intimately related and are placed under one head who coordinates and correlates the activities of the several divisions. This plan was arranged with the conviction that utility alone should not be the object in the making of articles, but that due consideration should be given to beauty as an element. The French have excelled in the markets of the world, because French products represent a combination of utility and beauty. The American schools should profit by this fact and train a generation of consumers who can appreciate the combination, and also give embryo artisans a taste for the artistic. Each one of the several subjects of art, domestic art, domestic science, and manual training has a supervisor in charge and all are under a director, who is an *art* man. This plan has been well commended by all who have become familiar with its advantages and merits. The supervisor of domestic science has under her charge the special teachers of cookery who instruct the girls of the 7A and 8A grades. The supervisors of domestic art have under their charge the special teachers of sewing in alternating schools and the regular teachers of the 5th, 6th, 7B, and 8B grades who teach sewing. The teaching of art in all grades of all schools is under the direction of the supervisors of art. The supervisor of manual training in grammar grades has in charge the special teachers of woodwork in the shops, where boys of the 5th to the 8th grades, inclusive, are taught. The supervisor of

manual training in primary grades instructs the regular teachers of the 1st to the 4th grades, inclusive, and supervises all of the classes in the subject.

The course of study in primary manual training has not been changed materially for some years. It is of unquestioned value in teaching children in the first four grades to manipulate materials and to handle simple tools. In following it, valuable training in measuring, folding, cutting, pasting, weaving, and sewing is given to both girls and boys. They are prepared for the more definite and technical instruction in the intermediate and grammar grades, where the boys enter the shops for the more advanced manual training and the girls receive supervised instruction in sewing and cooking. But change and progress are inevitable when there is vital interest in a subject.

It is believed that much of the work of the lower grades may be centered around the industrial activities. The three necessities of mankind—food, clothing, and shelter—can be made the divisions around which all activities and all training revolve. Beginning with the child's environment at home, he may be led to realize that home is a universal institution; that food is a universal necessity; that all people in all civilized lands must be clothed; that shelter from the elements is an actual necessity of mankind. The activities thus treated call for an incidental study of geography, of English, of arithmetic, of history, in connection with the manual work done. These subjects would, when so taught, no longer seem mere abstractions to the child. They would be interrelated and interdependent and have an object. Each would be a necessity to the complete whole. Upon this illuminated basis he should rear the more technical superstructure. But such a theory and such a plan must be tested out before it is extended to a whole system of schools. An experiment on this theory has been started in one school.

An imperative demand for retrenchment was made upon the domestic science department during the year, caused by the increased cost of materials. The soaring prices



AGENZ
STUDIO

ORGANIZED RECESS AT BERGEN STREET SCHOOL

eliminated from the menu many favorite dishes. Substitutes for these were found. Recipes were rewritten. Food values were studied anew. The course was "trimmed" on eggs. Syrup and molasses took the place of sugar whenever possible. Cream vanished from the list of supplies. Butter substitutes were carefully selected. The conservation of all fats and oils was taught in the classes. *Imaginary* meals were discussed, planned, and served. The wholesomeness of food was stressed and the importance of economy in household administration emphasized.

The following suggestions are important and should be adopted:

(a) Instruction in laundry work should be more generally introduced. Because it is daily becoming more difficult to secure help in the home laundry, it is necessary that girls be taught how to launder their own garments. It is advisable that a limited laundry equipment be installed in each cooking center.

(b) A teachers' lunch room is needed in each school building. At present where no such room is provided, the school kitchen is requisitioned for this purpose. Numerous complaints caused by the misuse of this privilege are constantly made. The remedy lies in having a room in every building for a teachers' lunch room.

In the process of teaching to sew, the child's needs and the child's interest are first considered. The needs of the home are of next concern. The supervisors encourage consultation between pupil and teacher regarding the needs of the family. Through the child's efforts, interest and cooperation of the parent are secured. For example, at a mother's request the school provides patterns for children's garments. The child at school makes a newspaper duplicate of the pattern and takes it home to be used by the mother. Advice as to proper materials is also given to the child at school, who transmits this information to the worker at home. The mother is thus taught how to select and test materials before purchasing. The school also teaches, through the child, the making over of worn garments; the

laundering of school garments; the mending and repairing of stockings, coats, dresses, and underwear. Mothers' meetings are held on occasion and many problems are freely discussed. The alternating schools offer a particularly good opportunity for the development of this kind of service. Although the same spirit actuates the work in the regular schools, the one-lesson-a-week plan necessarily limits the work in this direction.

During the year the department cooperated with one of the local department stores in a competitive exhibition of the course of study in sewing, and in a similar exhibition of an infant's layette which was given to a hospital in Newark at the close of the exhibition. In the former, the schools competed with one another in producing the best results. In the latter, the most skillful girl in the respective classes was elected by her classmates to represent the class in making a garment for the layette. The result showed the best sewing that the schools could produce. The several exhibitions were of great excellence and secured very favorable comment from every one.

The art work has been greatly benefited by the adoption of the departmental plan in the regular schools, and through the teaching of the subject by specialists in the alternating schools.

Nearly every school was busy during December in making truly beautiful articles to be used for presents. In most cases, the children brought their own materials for making these gifts. They worked the problems out with a technical skill that caused them to compare favorably with similar articles offered for sale in the stores. The making of these projects was a part of the course of study and gave the lessons double educational value.

Much difficulty has been experienced in obtaining at any price the right kind of materials. The cost of scissors, for example, has been almost prohibitive, yet scissors are indispensable to the carrying out of the course of study. All other supplies have doubled in price and therefore the budget formerly sufficient for the art work is no longer

adequate. The teachers have practiced the greatest economy, yet the cost of art instruction per capita is slightly in advance of what it was in previous years.

The special problems of the alternating school organization made a division of the work of supervision between the regular and the alternating schools advisable. To Miss Mabel J. Chase, supervisor of art, was assigned the supervision of the regular schools, and to Miss Marguerite Marquart, the supervision of the alternating schools. At the close of January, Mrs. Sarah R. King resigned her position as assistant supervisor. Her record was very creditable and her loss to the schools is regrettable. She was succeeded by Miss Jean T. Mitchell of the Cleveland Alternating School. Miss Mitchell was successful as art teacher in this school and is well qualified for the higher work of supervisor.

The examinations for manual training teachers do not attract men in sufficient numbers to fill all vacancies. Because of this some teaching has been done by substitutes, frequently of inferior qualifications. This has led to criticisms from the principals of buildings where there are manual training centers, who object to the disturbed conditions. Only five new applicants appeared for the examination for manual training teachers held on December 29, 1919. In former years there have been from twenty-five to thirty applicants.

The shops are well equipped and the work functions well in that it gives the boys an outlook upon the industrial world. Every problem in the course of study has a definite educational reason for being there. While a definite course of study is followed, it is elastic in that provision is also made for the introduction of original problems by the instructor. This stimulates originality on the part of the teacher, and has resulted in the introduction of wireless telegraphy, the making of a concrete bridge, a concrete boat, tea wagons, garages, and other interesting projects. Such problems are invariably submitted to the head of the department for his approval. The increased cost of equipment and materials has been counteracted to some extent by charging the boys

for materials used when they work on a project which they expect to keep.

Printing in the alternating schools has proved a valuable activity. The boys eagerly assume tasks that are vitally beneficial to their academic studies. Several shops have successfully prepared, printed, and published school magazines. In these magazines the printed contents were made up from material furnished by the English department of the 5th, 6th, 7th, and 8th grades. In some of the magazines an attractive feature was the color printing made possible through the use of linoleum blocks. The large amount of training in color arrangement, composition, disposition, and use of margins suggests the correlation of printing with art. Thus the art department, the academic department, and the manual training department joined in the production of a highly interesting and practical result.

THE SCHOOL BAZAAR

Early in the year 1919 a bazaar was held in which articles made by school children under instruction were offered for sale, and the proceeds given to the local chapter of the Junior Red Cross. The only stipulations made were that the requirements of the courses of study in the various departments were to be met, and that no extra school time was to be used in preparing the projects. The Junior Red Cross agreed to advance not more than \$500 for the purchase of extra materials required for the making of articles in greater numbers than the school courses permitted, such as felts, yarns, sewing trays, silks for batik, permadello, supplies for cookies, and candies. The materials ordinarily supplied for the courses of study were utilized in making articles offered for sale, the actual cost of which material was refunded to the Board of Education.

At a meeting of the supervisors of the different divisions of manual arts it was agreed that a sale of the kind proposed should demonstrate to the public the fact that industrial art is a practical art and can be made to function in as definite and tangible a way as a printing press or a steam engine.

It was decided to show that the work of the schools in quality, workmanship, and artistic effect was equal to that offered in the commercial products of the market. Three principles were to be used to control the making of articles; first, the educational requirements were to be observed; second, the articles were to show the interests of children; and third, the articles were to attract the public and satisfy its demands.

Lists of articles forming a part of the course of study were then prepared to which the names of a few other articles were added, and the following articles in the quantities given were prepared:

- 600 rag dolls, made in third grades, pattern for body given.
Snips for stuffing prepared in first and second grades.
Dresses made in fifth grades.
Faces painted by selected pupils in eighth grades.
- 300 wooden dolls, made in manual training department, sixth grades.
Dresses made by one of the high schools.
Faces painted by another high school.
- 500 window jambs, sawed out in fifth grades, painted in eighth grades.
- 500 Tumbling Toms (with parallel bars) made and painted in sixth grades.
- 500 curtain pulls, made from button molds, painted in seventh grades.
- 20 round top chestnut wood tables, made in manual training department, eighth grades.
- 60 waste paper baskets, frames made in eighth grade manual training classes.
Panels made by art classes in same grade.
- 60 stationery boxes, made and painted in seventh grades.
- 30 book stalls, made and painted in seventh grades.
- 30 automatic feed match holders, made of wood and decorated (sixth grades).
- 30 serving trays, made and decorated in the eighth grades.
- 300 checker boards and checkers, made in sixth grades.
- 50 toy dogs, made of Turkish towelling, pattern given, fourth grades.
- 200 small wagons, made and painted in fifth grades.
- 60 dodo birds (motion toy), made and decorated in the seventh grades.
- 1000 animal toys, made of wood, pattern given, painted, fifth grades.
- 30 candle sticks (made of tin cans), made and decorated in the seventh grades.
- 60 toy jinrikishas, made and decorated in the sixth grades.
- 40 toy airships, made and decorated in the seventh grades.
- 500 toy automobiles of various styles, made and decorated in the sixth and seventh grades.
- 100 stationery holders, made in the sixth grade and decorated in the eighth grade.
- 1000 "carryall" bags (paper) decorated in the sixth grades.

- 100 school bags, felt design, made and decorated in the sixth grades.
- 100 pin holders, made and decorated in the sixth grades.
- 100 bottles, and small paint jars, decorated in the high schools.
- 30 felt hats, made in eighth grades.
- 60 felt hand bags, made in eighth grades and high school.
- 100 Noah's Ark felt bags, made in fifth grades.
- 100 door porters (bricks, painted), made in eighth grades.
- 100 wooden waste paper baskets, made in sixth grades.
- 300 aprons, different patterns, made in Girls' Vocational School, grades six, seven, and eight.
- 100 child's rompers, made in seventh and eighth grades, and Girls' Vocational School.
- 100 combination undergarments, made in eighth grades, Girls' Vocational School, and high schools.
- 100 underwaists and skirt combined, made in seventh grade.
- 60 sets table mats and doilies, made in sixth grades.
- 60 bird houses, made and decorated in seventh grades.
- 100 savings banks, made and decorated in seventh grades.
- 30 telephone lists made in high schools.
- 24 sets combination underwear, needlecraft decoration, made in the high schools.
- Large numbers of miscellaneous articles of needlecraft, such as collars, bags, ornaments for hats and gowns, bead trimmings, etc., made in high schools.
- 20 posters announcing the bazaar, made in high schools.
- 50 handmade cardboard boxes, decorated in high schools.
- 60 toy houses, made in seventh grade, and painted in high schools.
- 200 permadello hat pins, made in high schools and eighth grades.
- 100 strings, permadello beads, made in high schools and grades.
- 60 children's suits (slips, knickers, caps), made in seventh grades.
- 82 batik blouses, made in high schools.
- 6 batik hat bands, made in high schools.
- 30 batik sewing trays, made in the high schools.
- 6 batik scarfs, made in the high schools.
- 200 permadello hat pins, made in eighth grades and high schools.
- 150 lavallieres, made in the eighth grades and high schools.
- 200 strings of paper beads, made in the sixth grades.
- 100 toy bedsteads and cradles, made in the seventh grades.
- 60 toy wheelbarrows, made in the eighth grades.
- 30 tea wagons, made in the eighth grades.
- Great assortment of garments, dresses, aprons, underwear, collars, hats, doilies, pin cushions, bags, scarfs, flowers, etc., made in the seventh grades, eighth grades, high schools, and the Girls' Vocational School.
- Large numbers of pasteboard, tin, wooden, and celluloid boxes and containers, decorated in the sixth, seventh and eighth grades.
- The cooking classes provided quantities of candies, cookies, jellies, preserves, canned fruits, and condiments that were packed in boxes and containers.

The bazaar was held in an empty store during the second week in February, 1919. The illustrations accompanying this report show a few of the completed projects. The gross receipts were \$3,067.35, and the amount expended for all purposes was \$1,320.54, leaving a balance of \$1,746.81,

which was donated to the Newark Chapter of the Junior Red Cross.

Probably no other one enterprise in our public schools has been productive of such good as the school bazaar. It brought the heads of departments together in planning the different articles that each department could make and demonstrated the interdependence of the departments. The cooking department desired attractive boxes for jellies, preserves, pickles, candies, nut meats, cakes, and all sorts of good things to eat; the art department provided unique wrappings and containers for these confections. The sewing department needed new designs and patterns for aprons, children's dresses, lingerie, and table linen and efforts of the art department were "motivated" in supplying these needs. The manual training department built waste baskets, tea carts, sewing trays, sewing stands, knife boxes, and stationary cases, turning them over to the art department to decorate. Thus at one stroke the school bazaar leveled the barriers separating the art department, the manual training department, the sewing department, and the cooking department.

Again, the management of the bazaar became a cooperative affair. The manual training department attended to packing and transportation and built booths, shelves, and counters. The art department made posters announcing the sale and gave definite suggestions as to arrangement and display of all classes of articles. The sewing department affixed tags and helped in the marking of prices, etc. The cooking department prepared daily fresh cookies, candies, and nuts. The history of the school bazaar represents an unparalleled "get together" movement. The whole enterprise proved the wisdom of the consolidation of the manual activities under one head.

Never in the educational history of Newark has greater interest been displayed by supervisors, teachers, and children as was evinced in the working out of the projects. The school principals also gave wholehearted support to the children working with feverish intensity to accomplish

results in which they were vitally interested. Selfishness was supplanted by generosity. The desire to serve others and, in this way, to serve their country, formed the foundation for the highest kind of patriotic training.

THE INTENSIVE METHOD OF TEACHING THE MANUAL ARTS

The aim and methods of manual training have changed considerably in the twenty years since the subject was introduced into the schools of Newark. The practice in the elementary schools of the traditional type of having one period a week has not changed, and this has been a serious handicap for it has prevented the accomplishment of the greatest possibilities of the subject. The wonder is that such marked progress has been made with such a drawback to success. Every teacher knows that a daily recitation or period is desirable in every subject if anything more than a general impression is to be the result of the instruction. Contrasted with the weekly period is the daily period which constitutes what may be called the intensive method of teaching the manual arts.

For a long time the superintendent has felt that one-period-a-week for the manual arts made the teaching of the subjects too dilettante. He authorized an experiment in four schools in order to discover a better way to teach these important subjects. For one reason or another three of the schools asked to be excused before a year had expired. Burnet School alone persisted. The enthusiastic cooperation of Mr. Allen D. Backus, supervisor of manual training, of Mr. Frank H. Hanson, principal of the school, and all the teachers of the school made the experiment successful and has demonstrated its possibilities. The plan requires that the school year of 40 weeks be divided into two terms of 20 weeks each and that each term be again divided into 4 cycles of approximately 5 weeks each. To make sure that the time of each cycle shall be the same the exact number of school days in a term is determined by subtracting the number of holidays from the calendar school days and dividing the result by four. This insures the same time for each

section of the course of study in manual arts. The program of a large school requires the services of one teacher in each division of the manual arts; in the case of smaller schools one or more schools may be necessary for an assignment. The program is so arranged that in manual training, cooking, drawing, and sewing the course for each grade is completed in one cycle. In music and penmanship the course is completed in alternate cycles, half hour periods being given instead of hour periods. In the lower grades three cycles of 20-minute periods daily are given. The work in all the subjects has been completed easily with a high degree of efficiency and a high grade of workmanship. The opinion of class teachers is that it is the best plan thus far attempted. Best because the pupils enjoy their work more. They like to see the things grow from day to day. The teachers themselves enjoy their work more because they are getting more satisfactory results than ever before. The special teacher also is strongly in favor of the plan. In the shop the work goes on without interruption, and the finished product is worthwhile. In the cooking class the pupils are able in five weeks to complete their course and to put into practice at home what they have learned in the school. In the sewing classes whole garments are completed ready for wear. The art work is correlated with the shop and sewing work with great success.

The justification of the plan is: (a) Saving of time. More can be accomplished by a daily lesson on a definite problem than by the same number of lessons given one only each week. (b) Saving of material. In sewing and drawing all material is given in charge of one teacher who uses the material for all classes to better advantage than several do under the old plan, and the saving is well worth consideration. There is no sending from room to room for rulers, paint brushes, boxes, scissors. (c) There is better work done. This has been demonstrated by the results already shown after the work of the first two cycles. (d) There is increased interest. Where before a smaller number of pupils had excellent results, now the average of excellence is nearly 100%, showing without doubt increased interest.

(e) There is better appreciation. The pupils in all the manual work are more interested and eager than ever before. They appreciate the value of the intensive work.

There were difficulties in working out the plan for the whole city, chiefly in the matter of programming. Because of the many subjects to be taught, the limited amount of time, and the need of a period sixty minutes in length, the problem seemed too intricate to be solved. Each succeeding term has lessened the complexity in the one school, and it is probable that in time the right solution will be found. One of the arguments used against the plan, namely, that *the schedule of lessons must be formed around the manual arts as a centre making them of more consequence than the essential studies*, is not valid. This raises merely a question of school engineering which may be answered in many ways. A suggestive grouping of the subjects and their daily and weekly time allotment are shown by the following:

Bell Schedule	Time		Subjects	Periods Per Week
	Daily	Weekly		
8:45- 9:45	{ 45	225	Grammar and Composition and	5
	{ 15	75	Spelling	
9:45-10:45	{ 60	240	Arithmetic, 4; and	5
	{ 60	60	Assembly, 1.....	
10:45-11:45	{ 30	150	Geography and	5
	{ 30	150	History	
1:00- 2:00	{ 30	150	Physical Training and	5
	{ 30	150	Reading	
2:00- 3:00	60	300	{ Manual Training, or	5
			{ Domestic Science, or	
			{ Domestic Art (5 weeks).....	
	or	or		
	60	300	Art, 5 periods weekly, 5 weeks	
	or	or		
3:00- 3:15	{ 30	150	Music and	5
	{ 15	75	Hygiene and	
	{ 15	75	Civics 5 periods weekly, 10 weeks	
	15	75	Penmanship	
	315	1575		30

The above time allotment and organization embodies the essential principles. The daily program may be arranged to meet the requirements of each school. It must be remembered in making this program that

(a) Teachers of seventh and eighth grades rank as first

assistants and are paid extra salary for teaching in these grades.

(b) That departmentalization is authorized in seventh and eighth grades only; it is permissible to assign to one teacher the instruction in sewing, drawing, or music in the fifth and sixth grades. All of these teachers are regular, not special, teachers assigned to teach given subjects.

(c) The grammar and composition should not all be given to one teacher.

(d) Boys and girls should alternate in the hour period between the gymnasium and the reading class.

(e) The morning session must, according to law, be opened with reading from the Old Testament and the repetition of the Lord's prayer.

(f) Subjects may be differently grouped, provided the time allotment be observed; thus, penmanship may be substituted in the seventh and eighth grades for hygiene or civics, or for spelling with grammar and composition. Arithmetic and civics may be grouped together provided a sixty-minute period be given them.

(g) The assembly interrupts some daily programs in a school. This cannot be avoided.

(h) The fifteen-minute period at the end of the day may be placed at the beginning or in the middle of the afternoon session.

A second objection to the plan is that *in the interval between the cycles pupils will lose the skill or the knowledge they have acquired*. The intensive training develops more skill and greater knowledge. After the interruption, a short review enables pupils to take up the work again with ease. It has been demonstrated in the alternating schools that pupils who have been taught under the cycle scheme resume the work after the interval, with almost the same skill in tool manipulation as they had when the former cycle ended. The superiority of twenty or more consecutive daily lessons over the same number given one each week has been demonstrated by successful experiment.

During the week preceding Christmas, a visitor to the schools, Mr. Charles A. Bennett of Peoria, Illinois, editor of *The Manual Training Magazine*, was particularly interested in the intensive method of training, as practiced in the alternating schools, and in the regular school where the intensive five-week plan has been inaugurated. In his estimation this plan of work has placed the manual activities in their proper relation in the general program of studies. In fact, he asserted that the Newark plan, if followed in the West, would "save" manual training as a factor in public school education.

MUSIC

The program of study in the high schools provides four years of special training in music in the Arts Curriculum, a year each in Music Fundamentals, Music Appreciation, Voice Culture, and Harmony. In all curricula students are privileged to substitute for any minor subjects two periods a week in Orchestra or Glee Club. One period is given in Assembly to chorus singing. The chorus work is for practice and for enjoyment. The Glee Club presupposes a good voice, and the orchestra work, skill in playing some instrument. Ability in either contributes much to the success of the club or the orchestra as an aid in making the school life, outside its formal activities, attractive and worthwhile. Probably the cause of the small enrollment in the music courses is due to the desire of students to prepare themselves for admission to the higher academic and technical schools, only a few of which allow credit for music.

The work in the elementary schools is in general, satisfactory. A number of musicales have been given by schools in different sections of the city. The three and four part singing and the skill, taste, and pleasure evidenced in song have been highly commended by competent judges. The training in the technique of music can hardly be justified unless results are apparent in ability to sing good music well. This the schools, with few exceptions, do. In the lower grades technique is taught through or by means of the song, and the ability to read is very well developed.

Elementary school orchestras have developed with amazing rapidity. Last year twelve schools took up this phase of musical activity, and there is ample material for the increase of this number during the coming year. It is gratifying to have the schools add to their reputation each succeeding year. It is not self-congratulation but sober fact that the work in music is thoroughly progressive and creditable.

With the expansion of the alternating plan and the intensive work in music required in schools operated on that plan, it became necessary to assign the work of music supervision in alternating schools to Miss Florence L. Haines who has made an excellent record as assistant supervisor of music.

The work of the music department has grown with the growth of the city and with the increase of public appreciation of what the schools are doing. There are many requests for children to sing in chorus on public occasions such as municipal celebrations of holidays. These outside activities taken in connection with the increased number of classrooms calling for supervision made necessary the appointment of one more supervisor. Miss Alberta E. Waterbury was appointed June 1, 1919. Her qualifications and successful experience as well as her personality fit her admirably for the position. She gives additional strength to the department and will materially aid in its success.

THE SURVEY OF ARITHMETIC AND THE DEPARTMENT OF REFERENCE AND RESEARCH

The survey of arithmetic conducted by the Department of Reference and Research under the direction of Assistant Superintendent Elmer K. Sexton, was completed and published as No. 3 in the series of monographs authorized by the Board of Education. There were some features revealed that gave great satisfaction. The instruction in arithmetic in the first four grades was found to be highly efficient. This shows not only that the course of study is well adapted to the grades but also that the teachers are skillful and their work effective. The work of the fifth grade was also found

to be very efficient. This caused some surprise because the amount of subject matter allotted to the grade seems excessive. The results in the sixth grade indicate that some adjustment must be made. It is inferred that the subject matter now assigned to the sixth grade is lacking in interest and is stale. The amount of work in the fifth grade can be lessened, leaving some of the subject matter for the sixth grade. The two higher grades were shown to have lost skill in the formal fundamental operations, due undoubtedly to the emphasis placed upon applied work. It is evident that a better balance should be maintained between the formal and the applied work. Accuracy and skill in computation should be on a par with the applied or problem work.

By its conduct of the survey of arithmetic and the previous survey of penmanship as well as by the testing of the 8A grade, as noted on a foregoing page, the Department of Reference and Research has amply justified itself. It is now engaged in a survey of spelling in the schools, the results of which will doubtless give cumulative evidence of the value of the activities of this department.

PENMANSHIP

The survey in penmanship made a few years ago and the appointment of a supervisor for the subject have amply justified themselves.

The penmanship work has shown steady growth and improvement throughout all grades. An applied penmanship course has been added to the work of the eighth grade which consists of a thorough training in writing the common business forms such as promissory notes, checks, receipts, telegrams, and similar papers. A certificate, a new feature of the penmanship work in this grade, will be awarded to all pupils who attain a standard satisfactory to the Supervisor of Penmanship.

A survey has been made of each school in the city during the past year to determine the quality of work done in all grades. The particular points considered were form, movement, speed and position. The results show that much has

been done and that a united effort is being made to improve the penmanship work.

Over one thousand teachers have taken the training course under the Supervisor of Penmanship. This course gives all teachers a means whereby they may keep in touch with the most up-to-date methods of teaching penmanship.

The field is too large for one person to supervise. One assistant must, in the near future, be appointed to aid in the work, if the schools continue to grow.

THE HIGH SCHOOL PROGRAM OF STUDIES

During the past year there has been a redistribution of the subject matter of the several courses of study to meet the needs of the new all-year high school. The traditional and the all-year schools cannot use exactly the same assignment of subject matter, for the time differs. They do use the same program of studies.

The introduction of a half year of civics and a half year of problems of democracy will require a further adjustment of the several courses in their relation to each other in order to find a place for the subjects mentioned. The law requires that the civics shall be taught in the first or second year and the problems of democracy in the third or fourth. The rearrangement necessary is not as easy as it appears, for there are only six periods a day and many subjects to teach.

There is no doubt of the fact that the high school course at present is as difficult as it should be. Pupils of normal ability carry a load which often taxes their time out of school beyond reasonable limits. To accomplish the task satisfactorily, they are often obliged to give up all family, church, and social life and devote themselves exclusively to their school work. All do not, of course, do this. Instead, many indulge themselves in social diversions, making study somewhat secondary in importance. The promotion tables show the result. The lazy and those of low intellectual power bear but do not carry the load until they, discouraged, leave the schools. The tendency seems to be to increase the burden rather than to lighten it. Something must now give

way. To find a place for additional subjects, others must either be made elective or some full year subjects must be made half year subjects. The rearrangement suggested is necessary.

The war has demonstrated the value of science and the large part it plays in modern life. There should be a scientific curriculum in the program of studies wherein scientifically minded students may have the opportunity to study, at least, three years of science. The curriculum containing the languages and mathematics with some science and history has long been the standard and commands the respect, and even adoration, of many people. It is time honored and has glory to its credit. Its strength is unquestioned. It now has competitors—the home economics curriculum is a laggard in the race; the arts curriculum is struggling weakly for place; the technical curriculum has gotten its second wind and is coming down the course with easy stride; the commercial curriculum is confident and aggressive, as important and bigger than its traditional leader. The general curriculum, although well up to the front, has constitutional weakness. This curriculum could be strengthened by making the social studies—civics, history, and economics—its backbone. By surgical operation the sciences could be subordinated, leaving the social studies as the main characteristic of the curriculum, and by creative act a new scientific curriculum could be given the breath of life. It would be strong and valiant and successful.

The technical curriculum may not long survive. The desire of the higher institutions to have academically trained rather than shop trained students for their technological and scientific courses seriously threatens the secondary course. The other source of danger is the development of a system of vocational schools of secondary rank. The purpose of these schools is to prepare students for vocations. They will draw students from the high schools. Boston has changed her High School of Mechanic Arts into a vocational school. This is the beginning of the change which seems inevitable. This probable change furnishes another



KINDERGARTEN GAMES IN LAFAYETTE SCHOOL YARD

reason for the introduction of a scientific curriculum. It would prove a haven for fact-minded students who prefer the high school to a vocational school because they expect to take the technical or scientific courses in college.

One important question which must be answered before a scientific curriculum can be adopted is "What shall be the science studied in the second year?" The division of opinion on the placement of physics in the third and chemistry in the fourth year is not of sufficient weight to change the common practice. But for the second year! General science—a simplified introduction to several of the sciences, containing material chiefly from the sciences of physiology and hygiene, physiography, physics, and chemistry does not meet the approval of colleges in general and only a very few will allow credit for it. Physical geography, made so technical that only mature students can study it, even then is not acceptable to all colleges. Biology in the second year is usual. New York and many western schools have a course adapted to second year pupils. Years ago Newark followed the general practice but discarded the subject as too difficult for young pupils. The scientific curriculum must have for its second year either a simplified course in biology or physical geography or an enriched course in general science required of all students who select the curriculum.

Algebra and geometry are required subjects usually taught in the first and second years respectively. Some schools teach the latter in the third year because more mature students are better able to grasp the subject. Trigonometry and solid geometry are electives, commonly taught in the fourth year. An additional half year in the study of algebra and an equal amount of time in a review of geometry are provided in the Newark plan for college going students. The arrangement gives an interregnum for mathematical study in the third year where the half units mentioned should be placed, if no more coherent and systematic plan can be devised.

Mathematical study is not for all pupils. The percentage

of failures, year after year, all over the country demonstrates that fact conclusively. If a scientific curriculum were introduced, algebra and geometry should be made obligatory, but they should be elective in the general course which would emphasize the social studies. In addition a plan should be devised that shall give weight to intelligence tests and to the opinion of elementary teachers before approval is given the pupils' selection of courses.

The study of a foreign language usually begins too late in American schools. The American junior high schools afford an opportunity to begin such study in the eighth year. The chance to elect other foreign languages than Latin must be given in the first year of the senior high schools. The amount of work assigned to this year for each language will be the work to be done in two years in the junior school.

When the United States entered the World War, German was removed from the program of studies in high schools. Students who had started the study of the language were permitted to finish the course to prevent unfair complications for them. There are now so few of these students that the subject has practically disappeared. The study of Spanish took its place and has increased tremendously. For years there was only one teacher of Spanish in the school system, now there are sixteen. When German was discontinued, pupils who did not elect Spanish chose French. A course in Italian has been authorized for one school. This course is on a par with the courses in other foreign languages, the intent being to afford opportunity for students to become familiar not only with the language but with its noble literature. Comparatively few pupils have selected it.

Undoubtedly after peace is declared with Germany, the German language will be restored to its former place as a means of culture in the schools. Due care will be exercised in the new courses, when introduced, so that there shall be nothing objectionable in the slightest degree. For scientific training the French and the German are more useful than other foreign languages.

The history courses need some adjustment. There are at

present two schools of thought in reference to the organization of these courses—the conservative and the progressive. The first favors retaining ancient history and English history as separate subjects in the curriculum. They say the subjects are well organized and have stood the test of time. The progressives favor an organization of European historical material on a world rather than a national basis. For the first unit they desire to select salient features of Greek, Roman, mediaeval, and English history to the seventeenth century, organizing it to show the development of constitutional liberty, representative government, the spread of democratic ideas and the growth of democratic practice. The second unit, in their thought, should be selected from the material furnished by modern European history, showing the rise of Prussia and Russia, the unification of Italy, the evolution of France from a despotism to a constitutional republic, and like events as well as the splendid fruition of Anglo-Saxon civilization. Our cosmopolitan population justifies such a broad treatment of modern history. This work is for the second and third years respectively, an excellent basis for the intensive and comprehensive study of American history. In the fourth year a place must be found so that American history may be a required subject. The position and influence of the United States in the affairs of the world make it imperative that something shall give way in order that the intensive study of the splendid and inspiring history of our country shall be possible to all students.

Ancient history must be retained for college going pupils, because the colleges have not agreed to accept the new formulations. It should be relegated to the colleges where it properly belongs. Enough significant facts can be selected from it for the secondary courses to make the progress of civilization clear to the immature mind without the burdensome detail required by the conservative treatment of history. The War has made evident the need of a study of modern European history so that world movements, in the large, and modern conditions may be well understood. This rich content, if so organized, taken in connection with that

of civics, economics, and the new "Problems of Democracy" will make the social studies even more valuable as cultural means than they have been.

English has had more attention in the high schools than any other subject. In most of the curricula it has the full four years; in the college preparatory, three and one-half. The colleges allow credit for only three years. The excess time is given because of the complexity and the difficulty of the subject. Even with this amount of time there is criticism that high school students do not spell correctly and do not know the technique of written composition. This is the criticism of business men and suggests the possibility of having a special treatment or study of "Business English" in the fourth year, where the effect can well be concentrated on detail. It is my belief that the English courses should provide a training that will insure adequate knowledge of form and a broad knowledge of all technical matters. If such training cannot be assured in regular English classes there must be separate courses for pupils who are to enter business, but that, in my opinion, is unnecessary except in vocational schools.

The Newark course provides for the study of American as well as English literature and of modern as well as classical English literature. They are merely referred to, however, without giving sufficient guidance. The teachers are at liberty to select the material desired. It is clear that it would be well to suggest specific selections from American literature that should be studied and to suggest further that more use be made of modern editorials and essays. Much that is written, it is true, is not worthy intensive study, but it is also true that much that is studied is remote in interest and has no impelling power or influence with young people. The instruction, therefore, does not always yield returns commensurate with the effort. The modern viewpoint and the modern appeal should have definite place in the English course.

The content as well as the arrangement of the several subjects needs revision and adjustment in both the senior

and the junior high schools. There should be fewer electives in each curriculum. The introduction of a scientific curriculum will afford an opportunity to arrange this. Each curriculum will then be so simplified that a choice will be easier to make. Early in the new year committees of teachers will be appointed to do this work. There will thus be secured the best expert knowledge and experience available for the task.

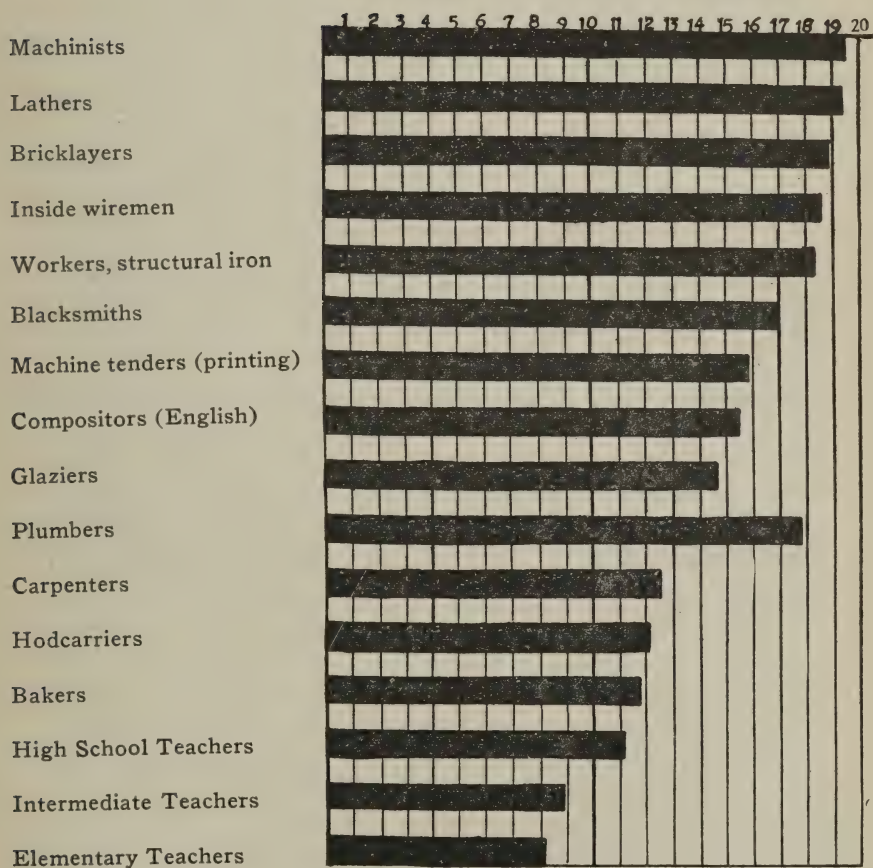
TEACHERS' SALARIES

The year just closed has been one of discussion, unrest, and turmoil in schools everywhere, for, although increases of salary had been granted, they were insufficient. The opportunities to earn larger salaries in the business world caused many teachers to resign their positions or to obtain, when possible, furloughs, in order to accept these larger salaries. This produced a shortage of teachers, which, taken in connection with the reduced enrollment in normal schools and the selection by high school students of careers affording greater remuneration for their efforts, caused genuine concern and anxiety for the well-being of the schools. The teachers who remained in the work were embittered by the long delay in securing action for their immediate relief from the embarrassment created by rising prices. School routine was interrupted by the agitation, and the morale of the teachers was seriously threatened.

A year ago 143,000 teachers left their positions permanently to take up better paid work, according to Franklin D. Lane, Secretary of the Interior. To meet the emergency created by this exodus, it was necessary to employ persons of inferior attainments and insufficient training to fill vacancies. Dr. C. N. Kendall states that 6,000 pupils in the schools of New Jersey were seriously handicapped by conspicuously poor teaching, that from 1,800 to 2,000 teachers were admitted to be below the usual standard, and that the State faces a "demoralized and broken down educational system." Other states confessed to a like condition and the same possibility. In New York 1,000 rural communities closed their schools because of the shortage. Four hundred

schools in West Virginia did not reopen in September 1919. The shortage according to the National Education Association was 39,000 teachers, and the number manifestly unprepared for their work was 65,000. This state of affairs was due to inadequate salaries. The cost of living had more than doubled in three years while the increase in teachers' salaries throughout the United States during the same time was only 12%. Investigation showed that the response to teachers' needs had not been as prompt as that to the needs of other workers. It was discovered that teachers were paid less than many skilled laborers and even less than unskilled laborers whose expenses were less than those of the teachers and whose preparation for their work was very much shorter and less costly. The most authoritative investigation was conducted by the National Educational Association. The following chart is a comparison of teachers' salaries in five middle western states with the union scale of wages for certain occupations in the same section as indicated by the average of the wages paid in Chicago and Cleveland:

SALARY IN HUNDREDS OF DOLLARS



The discontent among the teachers in some places caused agitation on the part of radicals in favor of strikes. There was strong impetus given the movement toward the affiliation of teachers' organizations with the Federation of Labor. The conservatives felt that strikes would be a betrayal of the public interest and the public trust placed in teachers, that teachers were the servants of the public, and that their first obligation was to the State. Drastic action was felt by this group to be not only unprofessional but unpatriotic. It was believed that an aroused public opinion would secure justice for the teachers. Organizations were formed among them to inform the public. The assistance of moving picture theatres, of the press, of the pulpit and forum was readily and effectively given. The wisdom of the conservative policy and of restrained and dignified action has been demonstrated by the results. Everywhere some relief has been afforded by increase of salaries, and it is now clear that better salaries for teachers meets with public approval. It is confidently believed that the movement, having started, will finally result in the payment of salaries commensurate with the years of expensive necessary preparation and the importance of the work done by teachers. The conditions elsewhere have been reflected to some extent in Newark. Effort was made by most of the teachers to remain calm themselves, to allay excitement in others, and to prevent demoralization in the schools.

There was need of properly qualified teachers in Newark but it was less than elsewhere, because for years the Newark salaries have been among the best in the country. Before the new list was made up in June the list of 119 beginners was exhausted with the exception of three names. This has never occurred before. It should be stated, however, that a number of candidates included in the list mentioned were not available, having accepted other positions while waiting for assignment in the Newark schools. Experienced teachers were difficult to secure. Offers of positions were made to experienced teachers whose names were on our lists, but the authorities employing them increased their salaries at once in order to retain their services. The employing boards

realized that the supply of teachers was too small to permit any to leave. The vacancies in the Newark schools were filled by appointing married women who had served as teachers before marriage and by securing substitutes whose qualifications were less than those required in normal times. Even substitutes of this character were few, however, and often could not be secured. There were days during last winter when as many as forty classes in the grades were without teachers, sometimes the number was as high as fifty. Classes were consolidated, kindergartners taught in the upper grades, clerks and principals taught classes at times, and older pupils served as custodians. Every expedient possible was used to prevent the dismissal of classes. We were more fortunate than sister cities. In New York 14,000 pupils were dismissed daily between January 28 and February 17, because no teachers could be secured and no provision be made for the classes. Substitutes for special work—stenography and typewriting, physical training, manual training, and Binet classes—were necessary and even they were very difficult to secure. Some positions in these departments were not filled.

The rapidly changing economic conditions of the last few years finally caused this unprecedented condition, although adjustments in all wage and salary scales had been made from time to time to avert it. There were two new schedules adopted for teachers in Newark—one in 1917 and another in 1919. The 1917 schedule provided an increase of the minimum and maximum of assistants in elementary schools from \$580 to \$700 and from \$1,100 to \$1,400 respectively. All other increases were commensurate. Dating from September 1, 1918, all except high school teachers and principals of elementary schools were advanced one step on their respective schedules. The 1919 schedule increased the minimum of assistants in elementary schools from \$700 to \$900 and the maximum from \$1,400 to \$1,500 with commensurate increases for all others. Special action was taken to increase the income of teachers on the lower steps of the schedule. Those receiving less than \$2,000 were given a special as well as the regular schedule increases.

The intention was to insure at least \$200 additional income to as many individuals as the amount of money available would permit. Those high school teachers who automatically received an increase of \$200 were not given a special increase; those who automatically received an increase of \$100 and those on the maximum were given a special increase of \$100. The increases thus granted proved wholly inadequate to meet the needs of the teachers, and they made a concerted and united appeal for still further upward adjustment of schedules.

The teachers of Newark through their elected representatives, the Schedule Committee of the School and Teacher Campaign, presented in the Fall of 1919 to the Board of Education these requests:

- (a) A flat increase of \$600 next year to the amount received at present by each teacher in the system.
- (b) An additional increase or bonus of \$200 to be paid on or before the first of July, 1920.
- (c) An increase in the maximum salary for each grade of work of \$1,000 to be reached in the increase of three or four years.
- (d) Recognition of the principle of equal pay for equal work to be fully reached within three or four years.
- (e) A continuance of the present plan of making salary payments in ten equal installments.
- (f) In the revision of the salary schedule, a provision to be included that the maximum salary shall be reached in ten years' work.

Before presenting these requests to the Board the teachers had obtained the signatures of 100,000 citizens who favored them. Among this number were those of many of the largest taxpayers of the city. It was clear that public sentiment clearly supported the teachers in their efforts to secure more adequate salaries.

The requests were referred to the Superintendent for his consideration, report, and recommendation. After careful study of the problem in all its aspects he prepared and submitted salary schedules providing an increase of \$600 for each teacher. This sum included the regular salary increase provided by existing schedules, for some teachers \$50, others \$100, and still others \$200 according to rank. The total extra amount necessary to meet the additional special increase was \$1,149,500. The Superintendent

recommended in this preliminary report that requests *a*, *b*, and *c* be granted and in a subsequent report recommended that *d* be granted. Request *e* was unnecessary for it is unlawful in New Jersey to change from a ten-month to a twelve-month scheme of payment of teachers' salaries, unless the salaries be increased accordingly. The Board of Education was granted \$834,664 by the Board of School Estimate. After careful consideration of the whole problem, including the amount of money available, the Board adopted resolutions, effective September 1, 1920, to the effect

(a) That the minimum annual salary for each position included in the teachers' salary schedule be increased \$400 and that such increase be carried through to the maximum for each position.

That in the application of the revised salary schedule each member of the educational force coming within its provisions be given the benefit of the annual increment to which she or he would have been entitled had such revision not been made and in addition the benefit of the increase of \$400.

(b) That a bonus of \$100 be paid to every member of the educational force within the teachers' salary schedule to whom an annual salary is paid, who is such member on June 30, 1920, and who has been such member continuously since September 1, 1919.

That the bonus pro-rated on the basis of complete months service be paid to every such member whose service began after September 1, 1919.

That substitutes who have been placed upon a monthly salary basis be given the benefits of the foregoing provisions.

(c) That there be included in the budget for the year 1921-1922 a sum which will at least provide for (1) revision of the schedule so that no annual increment shall be less than \$100; (2) the further revision of the schedule further increasing the minimum for each position \$200; such increase to be carried through to the maximum; and (3) the adding in general of at least one step to the maximum of each position.

That there be referred to the sub-committee for further consideration in connection with the Schedule for 1921-1922 the recommendation of the Schedule Committee with reference to the granting of an added step of \$200 at the maximum for those who have attained the maximum and possess qualifications in advance of those required for the position held.

(d) That the plan submitted, at the request of this Committee, by the Schedule Committee of the School and Teacher Campaign Committee, to eliminate existing discriminations in compensation on the basis of sex be approved and that there be included in the budget for 1921-1922 the sum required to permit the first step in consummation of this plan to be taken.

It is now generally agreed that the most vital and effective force in our national life is the public school. Its efficiency must be preserved and must be increased. Democracy is safe only when the people are enlightened. Schools must be supported for this reason. The dignity and worth of teachers must be acknowledged and rewarded in a tangible way by paying them as much as people in other professions are paid. In this way only can the ablest and the best people be retained in the profession. The teachers are more important than buildings or educational methods or systems or theories. They are the very life of the school. All the others are important, they are essential. It is desirable not only to pay teachers better salaries, but to recognize the fact that more human and more professional methods must be used in dealing with them. The Newark Board of Education has recognized this by holding conferences with teachers and with their representatives, the Academic Council. It has sought to improve the conditions under which teachers work and to further their interests in every way.

A number of large cities have in recent years adopted the policy of granting leaves of absence without loss of full salary to teachers who had served for a stated period. In fact, several teachers who had taught in the Newark

schools for at least ten years have been granted leave of absence for collegiate and professional study with loss of substitute's pay only. Mindful of this fact, at the time the salary increases were granted, the Board made the following provision for leave of absence of teachers:

After the year 1920-1921 members of the educational force who have served continuously and satisfactorily for a period of at least ten years may, under restrictions reasonably to be prescribed by rule, be granted a leave of absence for not exceeding one year for study and observation with compensation. Such compensation to be the annual salary to which the one granted such leave would have been entitled, less substitute's pay; the deduction for substitute's pay, however, not to exceed in any event one-half of the salary. That the one granted such leave shall be required to contract to serve the system for three years after the expiry of such leave.

That provision be made for granting like leave of absence for rest and recreation, with like compensation to members of the educational force who have served continuously and satisfactorily for a period of at least twenty years.

That the operative effect of the foregoing provisions for leave of absence for study and observation and rest and recreation in any year shall depend (1) on the filing by the Superintendent with the Board before January 1 of each year of a statement as to the extent, if any, the provisions may be given effect without detriment to the system and (2) the specific approval by the Board of School Estimate of an item in the budget to provide funds for the purposes of these provisions.

The policy thus expressed is one of very great importance to pupils and teachers. It will have a tonic effect on the teaching body and will prove of great value in stimulating a progressive and cooperative spirit throughout the school system.

THE SUPERVISORY STAFF

Mr. Edgar S. Pitkin, assistant superintendent, in charge of all-year, alternating, and summer schools resigned his

position, September 1, 1919, to accept the office of Assistant Commissioner of Education of New Jersey. Mr. Pitkin was unusually well fitted for the work of supervising all-year and alternating schools, having been principal of one of the first all-year schools and principal of the first alternating school established in the city. His experience in the organization and management of these schools afforded him a knowledge of detail of special value. Both as principal and as superintendent he demonstrated executive ability of a high order. He was reliable in judgment, energetic, enthusiastic, forward looking, and able to secure the cooperation of all with whom he worked. His departure was a loss to the schools.

The supervisory staff was composed at the time of Mr. Pitkin's resignation, of four assistant superintendents in charge of elementary, special, intermediate, and secondary schools, one assistant superintendent of vocational education; twenty-two supervisors of music, art, manual training, domestic art, domestic science, penmanship; one supervisor in charge of Binet schools; one, of evening schools; one of kindergartens and first grades.

The duties of the supervisory staff are defined in a general way only by the rules of the Board of Education, found in the Annual Report for the year 1913-1914. The duties of supervisors are those customarily performed by the same officers in all progressive school systems of the country. Each director of a so-called special subject supervises it in the high schools and directs his assistants who do the same kind of work in the other schools. The specific duties of the assistant superintendents are:

(a) To inspect and supervise a designated number of schools as to the condition of the property, classification of pupils, condition of textbooks, quality of instruction, character of management, and all matters pertaining to the welfare of the schools.

(b). To prepare reports on schools, teachers, principals; to make recommendations for licensing and for promotion or non-promotion of teachers; to rate teachers twice a year.

(c) To hold conferences of given grades of all schools, or meetings in schools, personal conferences in schools or at the office with teachers. To demonstrate methods of teaching in classrooms.

(d) To prepare examination papers for the semi-annual tests.

Each assistant superintendent has assigned to him duties not connected with the visitation of classes and schools. One has the editorial work on various publications issued by and for the school system; another, the management of the Department of Reference and Research; a third, charge of summer schools; a fourth, charge of the Public Lecture System, the School Museum, and the Department of Visual Instruction. The vocational assistant superintendent has no regular duties connected with the elementary schools except such as may be assigned to him temporarily by the Superintendent. He supervises the shop classes in the technical high schools. He has, also by assignment of the Superintendent of Schools, the responsibility of organizing a department of Vocational Guidance and of the daytime Americanization work.

The question may be asked: "Has Newark a larger number of assistant superintendents and supervisors for her elementary and high schools than other cities of her class?" The answer may be found by a study of tables recently compiled by the Department of Research of the city of Los Angeles, California. To secure this information a questionnaire was sent to forty cities. Twenty-six replied in such form that the following comparisons are possible:

ASSISTANT SUPERINTENDENTS

City	Ass't Sup'ts Employed	Average Daily Attendance High and Elem.	Ratio	Ass't Sup'ts Entitled to Employ
1. Chicago	4	287,729	71,932	19
2. Cleveland	6	98,406	16,401	6
3. St. Louis.....	5	80,616	16,123	6
4. Los Angeles.....	4	64,784	16,196	5
5. Newark	4	56,841	14,210	4
6. Milwaukee	4	48,620	12,155	4
7. Minneapolis.....	5	48,120	9,624	4
8. San Francisco....	5	45,937	9,187	3
9. Cincinnati.....	2	39,739	19,869	3
10. Kansas City.....	2	37,728	18,864	3
11. Indianapolis	0	35,281	-----	3
12. Seattle	3	33,904	11,301	3
13. Portland	2	31,727	15,863	3
14. Providence	3	29,929	9,976	2
15. Columbus	2	26,497	13,248	2
16. New Haven.....	3	24,869	8,289	2
17. Atlanta	1	24,648	24,648	2
18. Worcester	3	22,561	7,520	2
19. Louisville	5	22,316	4,463	2
20. Salt Lake City....	0	22,169	-----	2
21. Dayton	0	21,600	-----	2
22. Richmond	3	19,522	6,507	2
23. San Antonio.....	1	16,380	16,380	2
24. Grand Rapids.....	1	15,991	15,991	2
25. Spokane	1	15,000	15,000	1
26. Trenton	1	13,042	13,042	1

Summary

Over 24,000.....	2	10 to 14,000.....	5
20 to 24,000.....	0	5 to 9,000.....	6
15 to 19,000.....	9	0 to 4,000.....	1
		Total	23

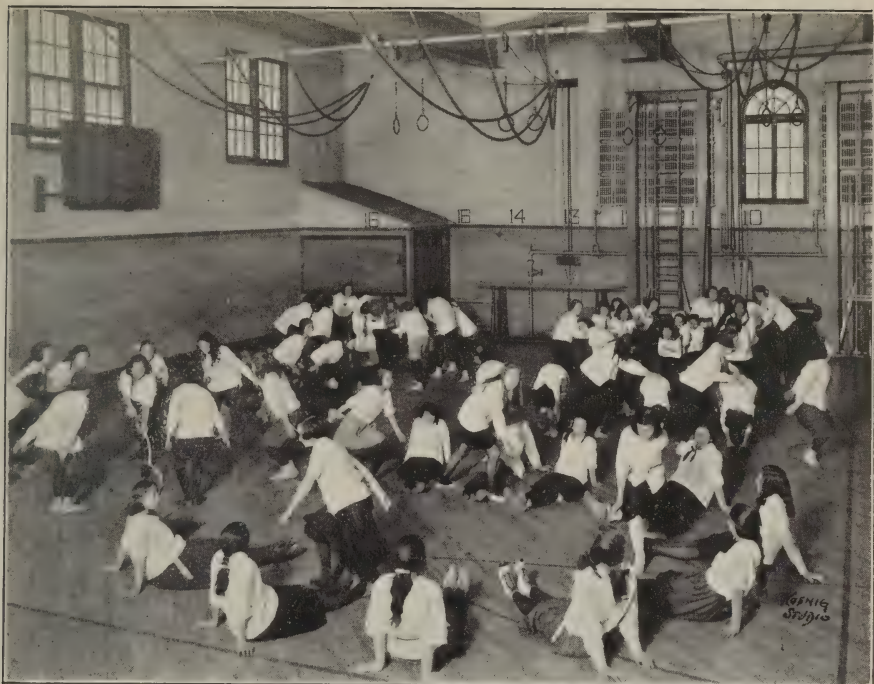
(3 not reporting)

Median 14,500

Assuming that 15,000 units of average daily attendance is a fair figure per assistant superintendent, a possible scale might be as follows:

Up to 15,000	average daily attendance	1	ass't supt.
16 to 31,000	"	2	"
32 to 47,000	"	3	"
48 to 64,000	"	4	"
65 to 80,000	"	5	"
81 to 100,000	"	6	"

It is clear that supervision by assistant superintendents in Newark has not been excessive. Four is the number which a common standard justifies.



GAMES IN ROBERT TREAT GYMNASIUM (GIRLS)



GAMES IN ROBERT TREAT GYMNASIUM (BOYS)

ELEMENTARY SUPERVISORS AND ASSISTANTS

City	No. Sup'rs and Assistants Employed	Elementary Average Daily Attendance	Ratio	Number Entitled to Employ
1. Chicago	4	257,456	64,364	112
2. Cleveland	54	79,757	1,477	35
3. St. Louis	35	71,601	2,045	31
4. Los Angeles	50	53,433	1,068	23
5. Newark	22	52,125	2,369	22
6. Milwaukee	8	43,481	5,435	19
7. Minneapolis	10	39,670	3,967	17
8. San Francisco	8	41,712	5,214	18
9. Cincinnati	5	35,261	7,052	15
10. Kansas City	8	32,379	4,047	14
11. Indianapolis	6	30,178	5,029	13
12. Seattle	13	28,307	2,177	12
13. Portland	12	26,076	2,173	11
14. Providence	24	26,987	1,124	12
15. Columbus	10	17,486	1,748	8
16. New Haven	12	21,400	1,783	9
17. Atlanta	7	21,706	3,102	9
18. Worcester	9	19,659	2,184	9
19. Louisville	7	19,442	2,777	8
20. Salt Lake City	15	19,174	1,278	8
21. Dayton	7	19,000	2,714	8
22. Richmond	10	15,884	1,588	7
23. San Antonio	5	13,873	2,774	6
24. Grand Rapids	17	13,384	787	6
25. Spokane	7	12,129	1,732	5
26. Trenton	10	10,893	1,089	5

Summary

Over 8,000.....	1	3 to 4,000.....	2
7 to 8,000.....	1	2 to 3,000.....	8
6 to 7,000.....	0	1 to 2,000.....	9
5 to 6,000.....	3	Less than 1,000.....	1
4 to 5,000.....	1		
		Total	26

Median 2,375

Taking 2,300 as an approximate working ratio, the quotients show that Newark and one other city have the distinction of employing the number of supervisors to which a reasonable standard entitles them.

The work of the supervisory corps deserves commendation. As a rule the members are overburdened, but they cheerfully accept and carry the load. Miss Margaret McCloskey, the general supervisor, has the kindergartens and 1B grades of the whole city. The city is large, the

classes many, the time for visitation five and one-quarter hours daily. She can visit each school but once in five months, and some not as often. To do so much work is a difficult feat. Mr. J. Wilmer Kennedy has prepared a number of leaflets in connection with the study of Newark in the schools and has done much editorial work in addition to his regular duties. Mr. Arthur G. Balcom has accomplished remarkable results in a short time in the Department of Visual Instruction. Mr. Elmer K. Sexton has had charge of school savings banks and of the sale of thrift stamps. He also has charge of all the school inventories of text books and educational supplies; oversees the transfer of books from one school to another; and visés all book orders of the principals. During the past year he has saved the city \$8,296.89 by eliminations from these orders. In this manner it would be possible to enumerate further excellent additional service on the part of every member of the supervisory staff.

Supervisors are subject to criticism as are teachers. There seems to be a disposition, evidenced in speeches of teachers in conventions, to resent the presence of supervisors. This is a part of the democratic movement in the schools and will ebb as the tide. The main objection is the rating system. It is safe to assume that the capable and successful teacher has no cause for complaint against the official records or ratings that it is necessary to keep in a large school system. The time has arrived for clear thinking rather than sentiment and misdirected and false sympathy in regard to the matter of rating teachers. The administration of a school system requires these official records of the teachers' success. A teacher may have the highest possible credentials and be a failure in the classroom. Qualifications are only presumptive evidence of success. The real evidence is in the class work. This evidence of success is obtained through class visitation, by conference with the other supervisors, and by conference with the principal who should know the permanent attitude of the teacher toward his pupils and his work, the promotion records of his class, the conditions of classification with which the teacher must deal,

the punctuality and regularity of his attendance, and all other details which are pertinent. It may be possible to underrate a teacher for a term but not for a decade. Through the years teachers are classified correctly as inevitably as are the children.' The rating is a record of the process of classification. For the good of all it is desirable that cooperation and harmony shall prevail and that the rating system shall not be either misrepresented on the one side or abused on the other.

‘EVENING SCHOOLS

The evening schools have been for many years not merely an adjunct but an important part of the school system, affording excellent opportunities for educational advancement. They have definite courses of study. The training given in shop and drafting room approaches trade standards. Manual training is taught in the elementary schools. Study classes, both for high and elementary day school pupils, are maintained. There are, also, classes for foreign-born students in which they may be taught English and be trained for American citizenship; classes that prepare for entrance to professional schools; classes for the deaf and for pupil nurses; community classes for foreign-born men and women; classes in speech correction, in printing, plumbing, and sheet metal work for apprentices at the trades, in automobile repairing, in electroplating, in ship construction and blue print reading for shipyard workers, in art instruction and physical training for day teachers. The aim has been and is to provide every possible opportunity for workers who seek educational advantages.

Dating from 1913 there has been a great loss in the attendance in these schools, due, first, to a change in the school law which made attendance voluntary. Boys and girls who had completed the fifth grade and were over fourteen years of age could obtain "age and schooling certificates" which legally entitled them to go to work without further schooling. Prior to the enactment of the law, children were allowed to go to work provided they attended evening

classes. The change was an advantage from one viewpoint and a disadvantage from another—it removed from the schools indifferent pupils, leaving those who were ambitious and earnest, but it set adrift a large number whose education was very deficient. The enrollment in the classes for the foreign-born fell from 4,200 at the opening of the war to 1,250 during the winter just passed. The great demand for labor caused the younger pupils in the schools to take jobs for which they received high wages. Other causes for the reduced attendance of the last few years have been the epidemic of influenza, severe winter weather, and the restrictions placed upon day school pupils in the matter of night school attendance. Although the total attendance has decreased, the number graduating from the elementary evening schools has remained about the same. The statistics of 1914-1915 show the number of graduating classes to have been 31; there were 28 last year, indicating that although the number of students decreased those that remained were of good staying quality; glad to avail themselves of the chance to secure an education. The more worthy pupils have not been greatly affected by the unsettled conditions which have prevailed.

The domestic art and domestic science classes were not well patronized notwithstanding extraordinary efforts to make them serviceable. The shop classes were well attended. Better work is done in these classes each succeeding year. In the elementary schools much emphasis is placed upon the study of blue prints. While it is not possible for young pupils to do very satisfactory work in mechanical drawing, great interest has been awakened in the drawings connected with the shop work in hand. This preliminary trade training is of great value.

The failure of effort to secure persistent attendance in the evening schools was well illustrated in the case of the salesmanship classes established at the Robert Treat School last year. The teachers were carefully selected; the course was planned by experts; the active interest and cooperation of the managers of the principal department stores were given. The students were assured by the managers that

success in the classes would lead to promotion. The enrollment was over 60. There were two classes meeting four nights a week. Toward the end of the term the attendance decreased 75 per cent. so that consolidation of classes was necessary. One small group meeting two nights a week finished the course. Many young people want immediate rewards in the way of increased wages and they can get jobs so easily without training that they conclude there is no reason for taking a course which requires application and extra work.

The subjects which hold the pupils best in the high schools are bookkeeping, stenography, millinery, dressmaking, and typewriting. These are very definite: progress is immediate and evident. As a rule they attract a superior grade of student. During the last three years the trend in attendance has been toward preparation for business positions rather than the professions and government service. This is shown by the increase in attendance upon the classes named and decrease in the civil service and state examination classes. These classes have been maintained, although small.

There is occasionally a strong plea made that credit should be given for night high school work, because high school credits are necessary to secure the right to practice pharmacy and to register as nurse. It is claimed, also, that there are many persons who desire to prepare for the professional schools who could do so by means of night school attendance, if they could secure credit. They can now attend night school to prepare for the state examinations to enter professional schools, but cannot secure credit for the work done. The desirability of favorable action has been urged upon the State Department of Education.

The standard of measure is 120 sixty-minute hours, or its equivalent, for subjects requiring outside preparation for recitation; for subjects which do not require such outside preparation, such as shop work and drawing, half credit is given or double the number of hours is required. A minimum of 76 credits is required for a high school diploma. For a four-year course a minimum of 19 credits must be

earned a year. The time could be arranged by having the evening high schools open for thirty-two weeks, five nights a week, each session to have three recitation periods of forty-five minutes each. The schools would need to begin work at 7:15 and they ought not to continue it beyond 9:30. To meet the lack of study periods, pupils unable to make preparation out of school could carry two major subjects a term instead of four as in the day high school or the three possible according to the plan. It would take a long time to secure a high school education this way. A solution of the problem should be found. The experiment of increasing the number of hours a school is in session might be tried. Instead of having sessions from 7:15 to 9:30 the hours could be from 4:30 to 9:30 p. m. Teachers could be employed, each for two hours as at present, but for service at different hours instead of all in the same hours. Pupils could come and go at different times instead of all at one time. Five hours for five days a week would provide recitation and study hours so that evening high school work could be made to count as day high school work. Pupils could even stay all the time, taking supper in the school lunch room. The real question is whether there would be enough demand to warrant such an experiment.

The following excerpts from the report of Mr. Arthur V. Taylor, Supervisor of Evening Schools, constitute an excellent over-view of the evening schools:

Vocational Classes

The extent to which practical training for various occupations has been developed in the evening schools is not as widely appreciated as it should be. At the Fawcett School, enrolling 1,412 pupils, all but seventy-five are employed during the day,—a large proportion equipping themselves for better service in the industries in which they are now wage-earners, and others fitting themselves for other vocations. While the aim is to meet the efficiency standards of the trades, the higher purpose of the training is to develop thoughtful workers—workers who will put their brains into their handiwork. This is true of all the instruction; it aims to develop the pupil's individuality as well as to train him. In jewelry design and manufacture, architectural and mechanical drawing, commercial advertising, art study and decorative design the study of underlying principles is always preeminent. That this is not done at the expense of practical efficiency is shown in the standard of the costume designing and illustrating classes; so successful has been the

co-ordinating of these subjects that some of the pupils have secured positions with fashion publications while yet pursuing their training at school.

Similar recognition of the value of evening training has been given to the plumbing course at East Side High School. After considerable investigation and somewhat conservative deliberation the officials of the Plumbers' Union have agreed to allow two terms of school work to count as a year of apprenticeship training.

An innovation at the Vocational School for Apprentices has been the automobile class. It was well instructed; it gave a training that was sure of substantial wage returns, for the demand for skilled workmen in this line is heavy. It was invigorating to listen to the discussions of the "quiz class" where possible difficulties with the gasoline motor were threshed out, always on the rational basis.

At the same school an excellent plan for arousing and sustaining interest was first tried out experimentally and then regularly established. Frequent assemblies were held at which moving pictures of different industries were shown. It is a matter of significance that the principal had no difficulty in securing the films without charge; it is a sign that far-sighted business men see the value of gaining the interest of young men in the picturesque side of vocations; it is a token of the cooperative spirit that the employer is increasingly showing toward the employee—a spirit that marks the tendency toward a better understanding between capital and labor.

Special Classes

The field of the evening classes in speech-reading was extended last term by the addition of a class composed of former pupils of the School for the Deaf. The results attained by these young men who had been trained in lip-reading from early youth were little short of marvelous. All of them were deaf, congenitally, or had become so in babyhood. Yet they have become so proficient in reading lips and in the use of their vocal organs that it is difficult to realize from casual observation of the more expert ones that they are abnormal. I carried on an extended conversation with one of these young men on naturalization procedure, in which he had no difficulty in understanding the somewhat technical vocabulary that was necessarily used and in which he expressed his ideas clearly and intelligently. When it was learned that the members of this class wished to join an evening gymnasium class the supervisor was pleased to place them at Barringer gymnasium where, as he afterwards was informed, they participated in the full program of exercises together with their more normal fellows.

The longer established classes for adults—men and women who have had no training in speech-reading, save what they have received in evening school, do not show the finished results that appear in the class just referred to. But they do learn the art, though to varying degrees of proficiency. Probably the enjoyment of the spirit of kinship is a considerable item to these men and women. The deaf are clannish and these pupils find much enjoyment in talking together without the embarrassment that is apt to attend conversation with people of normal hearing sense. Their organization, The League for the Hard of Hearing, is still active. It is affiliated with a national society and its members are in close touch with a sister chapter in New York. Its present ambition is

to raise a fund that will enable them to conduct club rooms that will be the headquarters for the deaf and hard of hearing in Newark. The proceeds of a fair last winter gave them a substantial start in this direction. Another of their aims is to do something definite to draw into the evening classes or their League, or into both, a much larger number of members; their wish is in particular to help socially those deaf persons who are not in prosperous circumstances. The spirit of the organization is admirable and their practical accomplishment has proved of material worth.

The range of the class in speech correction is, as yet, rather limited, being confined almost entirely to day pupils. To extend the usefulness of its training a specialized kind of advertising is needed; the general circular does not meet the case. The teacher has been requested to do what she can to extend information about the nature of the training offered. Undoubtedly there are many professional and business men and women who need such help but who do not know of the existence of this evening class. The pupils who do attend receive appreciable help in the correction of speech defects. A high school pupil who was formerly a confirmed stammerer has now no evident defect except an occasional deliberateness of enunciation that is hardly noticeable. The value of the course is beyond question. More should accept its advantages.

The gymnasiums have been affected but little by the conditions that have affected the other departments of the evening schools. While the chief purpose is to give physical training to the pupils, the recreational and social features are prominent. In a large sense they are all social centers. That they are well attended by day pupils is no objection in one respect: they are a means by which the growing generation is better prepared for their life work.

Classes for the Foreign Born

The plans for Americanization work included conferences with a number of men of influence in the foreign settlements of the city, with the Director of the War Camp Community Service who had shown a practical interest in this branch of evening school instruction, and with the committee of the Contemporary which specializes in the Americanization of foreign-born women. The usual local advertising was also done by those principals who are interested in this service. Also, the supervisor called in person at two large factories where there are many aliens employed and where there was reason to believe that the employers were not indifferent to the welfare of such employees.

The newly organized Division of Citizenship, of the Bureau of Naturalization, has displayed an enthusiasm that is inspiring. Its frequent circulars and manifold literature bespeak the highest success when it shall have absorbed a bit more of the wisdom that comes from wide and practical experience. Through its agency useful circulars on citizenship procedure were distributed among the teachers and leaflets containing simple lessons on occupational topics were made available for use in the classrooms. It also placed at our disposal a supply of certificates to be awarded to the pupils who met the set requirements. These certificates were of two grades:—The Proficiency Certificates for those pupils who had their first papers and who showed a commendable interest and progress in their classroom work as well as a satisfactory attendance; The

Graduate Certificates for those pupils who were already citizens or who had become naturalized while attending evening classes. About 175 of the former were awarded at the close of the term, and 55 of the latter were awarded late in June with appropriate ceremony. That the giving of the certificates is appreciated is indicated by the keen interest which the pupils show in them.

Statistics show that there were 956 men and 297 women enrolled. Nearly 80 per cent. were under thirty years of age; only 52 were over forty years of age. Twenty-six different races were represented by the pupils, Italians preponderating with 580, Russians being next with 201. There was a marked falling off in the number of Lithuanians and Greeks.

The small number of women enrolled should not pass without comment. There are obvious reasons why women would find it more difficult to give time for evening study than the men; the demands of household duties, in the case of wives, and dressmaking and millinery requirements for others may well account for some of the discrepancy. But, aside from these essentially feminine reasons, it is evident that special stimulus to attend school is needed more in the case of the women than of the men. That they will respond to special appeals is shown in the attendance of "personally conducted" classes that were organized at McKinley School and at Bohemian Hall. It is clear that, in times when ignorance of English is not an obstacle to obtaining well-paying positions the necessity of learning the language is not felt; as to citizenship, matrimony is the easier method.

Attempts to form factory classes have not met with encouragement. The first steps were taken last term in two instances. In both, the enthusiasm of the employers became cold, to such an extent that it was inadvisable to press the matter further. The times are undoubtedly unpropitious for much progress in this type of Americanization work, from the viewpoint of both employer and employee.

That enthusiasm alone is insufficient to carry this kind of education to full fruition was shown in an experience with classes organized at the request of the educational committee of the Garment Makers' Union. Plans were carefully laid in a conference with its director; a course of classroom instruction and lectures was mapped out; a special evening was set aside for physical training; the best available teachers were selected. And yet, the numbers dwindled from three classes, numbering 76, to one small group of less than a dozen which eventually became a total casualty—this under the inspiration of an organization which exerted more than ordinary influence over its members. It is additional evidence of the condition with which those acquainted with the evening school field are thoroughly familiar. Offering opportunity is easy; to induce people to accept it is not easy.

Last term was the first in nine years that evening appointments at the Naturalization offices were not granted for the filing of first paper applications. It is regrettable that this was the case, for there were many pupils who would have taken out their first papers had the usual courtesy been extended. Of course, the position may be taken that American citizenship is worthy of every sacrifice of time and money, and that applicants for the honor should be willing to lose their wages for the time necessary for filing their applications. The distinction should be made, however, between avoidable

obstacles in the mechanical procedure of naturalization and the placing of a high standard for citizenship attainment. The former should be made as simple and as convenient as possible; the latter might well be made more stringent. Men have taken time from their work—with resultant loss of wages—to file their applications, only to find that on that day applications were not received; apparently well justified complaints of brusque treatment at the Naturalization office have not been uncommon; the necessity of appearing with two witnesses for final examination and for taking the oath of allegiance in court, often with long delays, works a financial hardship. There is little doubt that the present procedure could, without much difficulty, be simplified in such a way as to remove the obstacles and to enhance the dignity of the naturalization steps. Through the kindness of the Clerk of the United States District Court, arrangements have been made for evening appointments during the evening school session for 1920-21.

Other means for the encouragement of our people from other lands to become citizens readily suggest themselves. An urgent need is some central agency to coordinate the various organizations that are at work in this field. Team work is needed. It is especially important that the services of men and women of foreign birth be enlisted; what may be accomplished by such co-operation is seen in the results attained by the Americanization committee of the Contemporary Club by adding foreign-born women to their membership. Efforts should be made to show our alien people what America stands for. It is of little use to try to give such a message in English. It is the man who does not understand our language who most needs the information and the inspiration. There are men in Newark with the ability and the will to aid in this way among the different race elements of our people. And this brings us back to the original thesis: some one directing agency is necessary. The evening school administration is so limited in function that it can do little more than to act as a receptive agent; it can do but little field work; the Y. M. C. A. has its own field and acts independently of the evening schools; the Contemporary Club has shown a magnificent spirit which would welcome practical advice and direction; the Rotarians have shown a disposition to use their enthusiasm in the Americanization field; the various societies that are composed of foreign-born membership are doing much valuable work among their people. All these forces should be utilized as a unit, in a definite way and with a common and intelligent purpose.

AMERICANIZATION

The field for Americanization may be divided into two parts, one for children and one for adults. That for children has been ploughed, harrowed, and seeded in a very thorough and a very satisfactory manner. In fact the harvest is abundant. The field for adults is rocky and yields little after much effort has been spent in attempts at cultivation.

The schools of Newark have on their rolls the names of thousands of children born in other lands or whose parents

were born in other lands. One school has an enrollment of several thousand composed entirely of such children while all the schools in the neighborhood are largely of the same nationality. Only a few of the schools of the city have an enrollment composed largely of children born of several generations of native born Americans. Even in these schools may be found some whose families are not yet fully Americanized. But lovers of America need have no fear for the future of these children. They study American history and the biographies of American heroes with zeal, thereby acquiring the American viewpoint, American loyalty, and pride in American achievement. Community Civics centres their attention upon proper conditions of living in the city. The work in domestic science and domestic art is influential in the homes to an appreciable degree. One school has influenced the dress of the children considerably. Another school has by means of a large doll called Genevieve taught a whole neighborhood valuable lessons in personal hygiene. Genevieve was as large as a two-year-old. She was dressed each morning in clean garments in the classroom and put to bed for the day. This gave the teacher an excellent opportunity for object lessons in the care of beds, in cleanliness of the person, and in the proper garments to wear and the care that should be given them. Some child was allowed to take Genevieve home for the night. She was returned the next day, and the lessons were repeated. Genevieve's laundry bill was paid from a fund donated for the purpose. The results of this experiment were so satisfactory that it made clear the principle that Americanization must include not only the acquisition of American ideals but the formation of American habits.

At the Montgomery School, particularly, there has been work in Americanization of great value. The principal, Mr. Thomas K. McClelland, believes that most good can be accomplished in school government, not by any scheme of self-government, but through clubs actuated by a cooperative spirit, thereby exemplifying a cardinal, democratic principle. Many clubs have been organized in this school. The teaching staff has given volunteer service after school hours in the

way of guidance through conferences. Each club has a faculty adviser, but the pupils themselves have charge of the government and management of the clubs. The purpose is to develop through practice a sense of responsibility for school and community welfare. These clubs, among other responsibilities, have that of furnishing programs for the school assemblies—the Orchestra Club furnishes music, the Debating Club debates questions of general interest to the student body, such as “Shall examinations be retained?” “Is the all-year school desirable?” These debates develop skill in expression, in marshalling thought, in ease and poise of manner in public speaking, and they influence powerfully the public opinion of the school.

Among the other clubs may be found the Glee Club, the Dramatic Club, Girls’ Handwork Club, Folk Dancing Club. The Boys’ Physical Development Club has for its purpose muscular development and the physical efficiency of its members. Great enthusiasm is aroused and is utilized in the gymnasium and athletic work of the school. The playgrounds in this section of the city also have a number of clubs and there are many private clubs among the young people. It is a very congested section and the club is a necessity because of living conditions. Many of the graduates of the school are members of the “neighborhood” clubs. They keep in touch with the schools; in fact, some of the clubs hold their meetings in the school building. They have shown their interest by offering medals for their younger brothers and sisters, still pupils in the school, to compete for in various contests.

The foregoing illustrates the methods of instruction for Americanization in use in the schools and may be summarized under the following heads: reading, study, discussion, illustration, participation in welfare organizations, assumption and discharge of responsibility for the general good. They make clear that Americanization is and must be more than merely learning the English language; more than passing resolutions emphasizing the need of good citizenship; more than a mere knowledge of American institutions and ideals. To teach the subjects of study well

will not alone produce good citizens. The pupils must serve for the common good or act as good citizens do. The war activities demonstrated the tremendous latent talent and ability of the children and made evident the advisability of permitting these talents and abilities to have full opportunity for exercise.

The methods of discipline as well as the methods of instruction contribute much to the desired result. They develop a spirit of self-respect, self-reliance, self-restraint, and of tolerance and good-will towards others. The stimulation of the school is effective in creating standards of American life, conduct, and character. The children respond as the needle to the pole. There need be no concern felt for the result of the school influence upon the children, and in fact ultimately upon the parents themselves, though necessarily to a limited extent.

The Americanization work for adults is not so encouraging. That done in the evening schools is most worth-while, but it is confined to those who seek it. A most earnest effort has been made to affect the great mass which need it so greatly and which constitutes the menace to the best interests of our democratic life. One of the chief difficulties is the timidity and the sensitiveness of the foreign-born who have been made to feel that Americans consider them inferior. The opprobrious names applied to them sting. The older ones feel they are not so well dressed as natives, and they shrink from contact or association with them. We have sent teachers to the foreign born adults in their own neighborhoods instead of requesting them to come to the school. We have sent teachers into the factories where they work. Neither plan has met with success. The results hardly justify the expense, nor do they show that the plan is the right one to follow.

It appears that Americanization of adults is so important, and so necessary to the public weal that it should be considered a problem in education for which public funds may be expended to show American standards in a very concrete way; that is, the *laboratory* and not the *lecture*

method should be used. If it may legally be done, the first act of the educational authorities should be to exemplify American standards of living. Flats or houses should be rented in the localities where the foreign-born live. They should be furnished and managed according to the wage scale of the people in the neighborhood. They should be models of cleanliness and good taste, for good taste may be shown in poverty as well as in affluence. The teachers in these "American Houses" should be persons able to secure the good-will and confidence of the foreign-born, able to instruct them in all ways in which they need leadership. In this way some progress may be made.

The cooperation of the Street Department of the city government might be secured to the end that the congested neighborhoods might be kept clean and free from litter and filth. Perhaps the night collection of garbage, rubbish, and ashes might be introduced so the surroundings would be more wholesome and lead to greater self-respect. The conditions of living might even be made attractive with the cooperation of all the forces that touch the life of the foreign-born. The example of cooperation cited is but a type. Similar assistance should be obtained from the Department of Public Health and from all Social Welfare organizations. The directing agency would be the Department of Americanization of the school system on a par with the Department of Physical Education or of Vocational Education. If this were the plan, the teaching of English and other phases of instruction including American propaganda would be easy and would be reasonably successful.

The possibilities are so great that it would require much space to enumerate them. Even to those only casually familiar with the problem, many will be apparent at once. Without such advantage and organization as this, all Americanization work for adults must continue to be largely theory and unrealizable dreams.

COURSE IN DEMOCRACY AND PATRIOTISM

The Course of Study in Democracy and Patriotism, Monograph No. 1, was prepared by a committee of thirty

leading teachers, whose labors and cooperation were greatly appreciated. The result of their labors has met with very general approval. The aim of the course is to suggest appropriate material to supplement the various courses of study and to use in the school assemblies. Its avowed purpose is American propaganda to the end that children may realize the position of moral leadership which America holds because of her ideals and her activities. She fought the World War, as she did the Spanish and the Civil War, for human rights. A knowledge of this fact and all it implies must make for better citizenship and for more devoted loyalty of her sons and daughters, native or adopted.

The World War has created new conditions and new values. The old order passes, and with it much subject matter that has been taught in the schools. Other subject matter must be introduced and the whole vitalized by the new resolution which the war has developed. During the coming year the content of all courses of study will be revised by committees appointed for the purpose. They will be inspired by the same spirit that made the Course of Democracy and Patriotism so acceptable and so serviceable.

ALL-YEAR SCHOOLS

The Webster, Monteith, and Cleveland schools, each located in congested sections of the city, were made all-year schools, dating from September 1, 1919. The over-crowded conditions within these schools and the fact that each summer a large number of their pupils enrolled in their respective summer schools justified the change in organization. The principals of all three schools report very favorably upon the new plan. One of them says, "Judging from the comments of several parents I should say that they welcome the innovation heartily, for I have heard nothing but expressions of gratitude and appreciation of the plan."

The Central Commercial and Manual Training High School was made an all-year high school dating from December 1, 1919. The adjustment of the school has there-

fore been in progress for several months,—the first class graduating under the new plan in August, 1920.

The all-year elementary schools graduated pupils at the end of November, February, May, and August. Those graduated in August entered the high schools in September without any special provision being made for them. Those graduated in May did not enter high school until September. Those graduated in November and February entered high schools where special classes were organized for them. They were permitted to study two subjects with two recitations in each every day. By this plan the pupils were held until the regular dates for organizing high school classes, namely, the first of February and the first of September. The plan was merely a makeshift and was unsatisfactory. This maladjustment between the all-year elementary schools and the high schools may now be righted.

The fact that there were eight elementary schools organized as all-year schools made necessary an all-year high school, if graduates of the elementary all-year schools were to be accommodated satisfactorily in the high schools. There are not now enough graduates of all-year schools to maintain a high school so that the all-year high school will need to receive pupils graduated from the regular elementary schools at the end of January. These pupils enter February 1, but the all-year term is from March 1. They must then be kept in separate groups from February 1 to May 1 and May 1 to August 1, when they will drop out and in September will be assimilated into the regular groups.

Hitherto, the minimum number of weeks constituting a high school year acceptable to the state has been thirty-eight. Representatives of the State Department of Public Instruction have assured the Superintendent that a thirty-six-week year, if adopted in Newark for an all-year high school, will be recommended to the State Board of Education and undoubtedly will be approved by that authority.

The plan embodies these features:

(a) The work now done in thirty-eight or forty weeks in any subject of study will be done in thirty-six weeks.



MADE FOR SCHOOL BAZAAR BY PUPILS IN PRIMARY AND GRAMMAR GRADES



MADE FOR SCHOOL BAZAAR BY PUPILS OF THE HIGH SCHOOLS
AND EIGHTH GRADES

The less important topics are eliminated from the subject matter and less time is taken for tests and examinations.

(b) The thirty-six weeks are divided into three terms of twelve weeks each. There are four terms a year. For the last year the specific time was: ..

1st term—Sept. 4 to Nov. 28, 1919	12 weeks+2 days' vacation
2nd term—Dec. 1, 1919, to Feb. 27, 1920.....	12 weeks+1 week 2 days' vacation
3rd term—Mar. 1, 1920, to May 28, 1920.....	12 weeks+1 week vacation
4th term—May 31, 1920, to Aug. 20, 1920.....	12 weeks+2 weeks 4 days' summer vacation
Total.....	48 weeks+4 weeks and 4 days

Time for study is 48 weeks. To this add 2 days of the Thanksgiving vacation, 1 week 2 days of the Christmas vacation, 1 week of the Easter vacation, and 2 weeks 4 days of the summer vacation. The result is 52 weeks 4 days. In 1919 the schools were opened September 4; in 1920, September 8. This accounts for the 4 days added to the 52 weeks.

(c) Instead of dividing the year's work into two parts—B and A, there are three parts—C, B, and A.

(d) There is required three terms of work for a unit of credit and two terms of work for one-half unit. It is desirable, however, to have subjects, when possible, in full units.

Trial only can determine whether pupils who do not desire to attend the summer term will drop out June 1. In the elementary all-year schools they attend until the end of June and then drop out, making the consolidation of classes necessary. But the work in high schools is measured by a well-defined standard which, if disregarded, invalidates the diploma and threatens the approval of the school by accrediting authorities. Many pupils are anxious to gain time and it is believed that seventy to eighty per cent of the school enrollment will attend throughout the summer. If the pupils drop out at the end of June all the work of June must be repeated in September. It may be that this penalty will cause them to remain through July and August.

Experiment alone can show how the plan of an all-year high school will work.

The all-year plan provides a way whereby ambitious pupils may save time in getting an education. The division of the year into four twelve-week terms makes it possible for pupils to do the work usually done in forty weeks in thirty-six. This means that by continuous attendance for three years a pupil may finish a four-year course. Time is an element in education and the speed of the work ought not to be greater than the pupil's ability to assimilate knowledge or more rapid than his mental development. If the pace proves too rapid for anyone, the plan is flexible enough to permit him to omit some terms and still gain time.

There is now a complete system of all-year schools within the Newark school system. It consists of eight elementary schools, a special school for anaemic children, a boys' vocational school, a junior high school, and a senior high school, in all twelve schools, with an enrollment of 19,586 pupils. It will be possible to articulate the system well for those pupils who keep within its boundaries. For those who transfer to the ten-months schools there will be unavoidable loss. A large percentage of the teachers in these schools remain during July and August. They speak with enthusiasm of the pleasure of the work during the summer months, due to the fact that the earnest, capable students persist in attendance.

Tentative courses of study for the all-year schools have been arranged for trial during the coming year. If they prove satisfactory, they will be recommended for permanent use. The organization of all-year schools will then be complete. Nothing further will need to be done except to make the schools as efficient as possible and to await the verdict of time as to their permanent success.

There are two very important considerations upon which this verdict of time will depend, namely:

(a) Will the pupils who do not attend in July and August continue to be satisfied to repeat a month's work? When they return to school in September, they must begin

their work where they began the preceding June 1. The number of these pupils is shown by the following table:

PUPILS IN ALL-YEAR SCHOOLS 1918-1919-1920

Schools considered in 1918 and 1919—Abington Avenue, Belmont Avenue, Lafayette, McKinley, Newton

Schools considered in 1920—Same as above and Cleveland Elementary, Monteth, and Webster

	Pupils on Register June	Pupils on Register July	Difference in No. Pupils on Register June-July	Per Cent. of June Register on July Register
1918.....	9,201	6,685	2,516	72.6
1919.....	9,331	6,366	2,965	68.2
1920.....	13,177	8,999	4,178	68.2

Central High

1920.....	1,381	1,030	351	74.5
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Cleveland Junior High

1920.....	632	422	210	66.7
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Following schools taken separately for three years, 1918, 1919, and 1920:

	Pupils on Register June	Pupils on Register July	Difference in No. Pupils on Register June-July	Per Cent. of June Register on July Register
Abington Ave...	4,167	2,946	1,221	70.6
Belmont Ave...	4,902	3,475	1,427	72.3
Lafayette	6,057	3,882	2,175	64
McKinley	7,352	5,418	1,934	73.6
Newton	5,281	3,885	1,396	73.5

If this body of students is not to gain but actually to lose place by attending the month of June, why attend? Not to attend will reduce the school year to nine months for them. If they drop out June 1, the city will lose large sums of money, for the state apportionment of school funds depends upon attendance. All-year schools were established only where it was thought possible to secure a large enrollment in the summer months. No one can tell what the ultimate result will be.

(b) Are these schools going to be able to train and educate their pupils as well as the traditional schools? Will the great acceleration cause the pupils to assimilate less of what they are taught and to be superficially educated? Some of the all-year schools rank high for efficiency; others, low.

The difference may be due either to race or to varying conditions within the several schools. It appears reasonable that children who speak one language at home and another in school ought to have more rather than less time to cover a program of study. If that be true, then the work of an all-year school for the two-language pupil should be to do ten months' work in twelve rather than in nine.

We cannot answer the various questions at this time nor conclusively answer them for some years.

ALTERNATING SCHOOLS

Detailed description of alternating schools is not necessary, for the scheme of organization is generally known. Various names are used for these schools, as alternating, duplicate, platoon, or Gary schools. The alternating schools in Newark are successful and have won the good will of pupils, teachers, and the public. Each successive year satisfactory solutions are found for the new problems connected with the organization, and the mal-adjustments are lessened.

Two schools—the Central Avenue and the Monteith—were made alternating schools last year. The number of such schools in Newark is now ten. The saving in building cost at \$12,000 per room, the present price, is shown by the following table:

School	No. Class Units Above Kindergarten	No. Classes June, 1920	Difference	Saving
Abington Avenue..	22	31	9	\$108,000
Central Avenue.....	27	35	8	96,000
Cleveland	35	48	13	156,000
John Catlin.....	37	43	6	72,000
Lafayette	40	48	8	96,000
McKinley	13	20	7	84,000
Madison	38	39	1	12,000
Monteith	31	35	4	48,000
Robert Treat.....	53	60	7	84,000
	296	359	63	\$756,000
West Side.....	35	34	—1	12,000
Total	331	393	62	\$744,000

The gymnasiums, the auditorium, and the shops are in use most of the time.

The main difficulty experienced in these schools is due to the fact that the buildings were not constructed or equipped for this plan of organization, and they are not, in all cases, well adapted to the purpose. The young children must sit through a period in the auditorium in chairs too high for them, and the children must carry their hats and coats with them into the assemblies. The saving in classroom equipment and text books alone would be almost an equivalent for the expense of locker rooms were it possible to add them to the old buildings. A system of electric clocks is greatly needed in each school to systematize the movements of the school.

There is no loss of time in teaching the academic subjects, if the principal programs correctly. The domestic science, domestic art, drawing, manual training, and science are better taught than in the traditional schools. The additions of electrical work, cobbling, and printing are valuable adjuncts. The auditorium periods are veritable mines of pleasure and profit, if they are worked by the principal. They afford opportunities for chorus singing, for dramatizations, for public reading by pupils or classes, for public speaking, for the reading of compositions, for showing good work of any kind, for teaching current events, for visual education, for phonographic music of the great composers and singers in teaching appreciation of music, for mass work in physical education, for Americanization work, for club meetings, for debates, for instruction in civic responsibility, and in morals. The greater part of the work may be done by the children, but speakers may be invited to give addresses on topics of interest. Here, in fact, is a great opportunity to train the artistic, aesthetic, and dramatic nature of the children and to give them broadening instruction outside their books.

The work of an alternating school is more difficult than that in the traditional school. No poor disciplinarian should be tolerated in these schools. They require able, resourceful, and vigorous teachers. Because of this, a bonus of five per cent is paid to the teachers after a probationary period of one year.

An alternating school well organized with its academic subjects and special activities properly balanced offers superior training to its pupils. The special activities, by their practical value, their variety and intensive character, are unquestionably more worthwhile than in the ordinary school. Play can in them be made an educational means as it is in the kindergarten. The fact is that the study-work-play scheme of organization has its genesis in the kindergarten and is closely related to it, because the same principles of education are followed.

It is said that schools *should be life* and not a preparation for life. No better plan seems likely to be devised than that of the alternating school to make it so. The general atmosphere and life of the school produce and call for activity, contact with many people, greater freedom, self-restraint, self-control, self-direction. The influence of well-behaved and reliable pupils is felt in a greater degree and is more salutary with offenders. The very conditions in an alternating school operate to develop the character of a normal boy or girl.

While the truth is clearly evident that the alternating school is better than the traditional school, it is also evident that it must itself be improved. The criticism is made that the lower grades are out of school too long a time each day and that the lower grades are unwisely departmentalized. Departmentalization should be reduced to a minimum in these grades, where the potent influence of one class teacher is needed to help form good habits in the children. Drawing and other manual occupation and play will, in time, be fully adjusted so that the young children may be cared for while the school is in session. There is need also of additional activities for the older children. A course in home mechanics may be added to those already given. Gardening might be made a seasonable activity. In one school there is now a study hall where children may be taught the use of books. A good library in each of these ten schools is a necessity. It could be made not merely a place where the children would find diversion but one where they would be

systematically taught how to study. Some plan must be devised whereby a library may be a feature of each school.

JUNIOR HIGH SCHOOLS

All three of the junior high schools are organized on the alternating plan, but not in a uniform way. The Robert Treat is completely alternating; the Madison is alternating down to the 4B grade; the Cleveland is all-year alternating through all grades. While the schools thus differ they are standardized in the junior high school grades, namely, the seventh, eighth, and ninth. These schools are now three years old and the results seem to justify their establishment. Careful studies to be made this year will show more convincingly this important fact.

One great advantage of these schools apparent to all is the differentiated curricula, which relieve the children from the repetitions of the elementary courses and permit the study of high school subjects. They are introduced to unexplored but very interesting fields and their pleasure and enthusiasm are evident. This fact, taken in connection with the familiar environment and the acquaintance with the teachers, explains the holding power of the schools through the ninth grade. The methods of instruction tend to bridge the gap which has existed between the elementary and the secondary schools. The promotion by subjects rather than by grades saves time for the pupil and thus tends to remove the discouragement which a more rigid system enforces when a pupil must repeat a whole grade, taking again the subjects he has studied with success as well as those in which he has failed. Pupils, teachers, and parents commend the junior high schools.

The pupils in the seventh grade begin the discussion of the courses they intend to select in the eighth grade where the differentiation begins. This discussion takes place with the teachers who know them. The result is a wiser selection of courses and fewer misfits. There is little change after the choices are made.

The fact that the schools have a longer day than the senior high schools is not a serious objection. Pupils are able to

go home for luncheon and they are saved the expense of transportation to the senior school. They can begin the study of a foreign language a year earlier and take two years instead of one for the preliminary and uninteresting drill necessary for their success in learning the language. This gradual approach to the difficult secondary studies is worth many times over the mere lengthening of the school day.

The standing of the junior high school pupils in the senior high schools is good, according to reliable testimony from the schools themselves. When these pupils enter the senior schools they are a year older than pupils who enter from the elementary schools and are better able to withstand the rigors of the change.

There have, unfortunately, been many changes this year among the teachers of these schools. The resulting upset and unrest are but a part of the fermentation which has prevailed in the schools, the aftermath of the war. During the last year the qualifications for certification of teachers for junior high schools were finally adopted, examinations were held, and teachers were licensed. A number who qualified have been appointed.

In another year these schools will have passed the experimental period, and others in different sections of the city will, doubtless, be organized. Then it will be advisable to fix district lines. It may be well to send graduates of elementary schools nearest junior high schools to these schools, thus relieving the crowded senior high schools of the first year pupils. In anticipation of the development of a system of junior high schools, seventh and eighth grades should not be opened in any more elementary schools. Consolidation of seventh and eighth grades of several schools should also be made where such action is justified.

THE ORGANIZATION OF ELEMENTARY AND HIGH SCHOOLS

It would seem upon first inspection that the teaching body is over-classified. Even the published list does not include "heads of departments" in the high schools, or "head

teachers" in special schools and in physical training in high schools, or "special teachers" of cookery, physical training, and manual training; art and music and sewing in alternating schools. It may be explained that heads of departments in the high schools are on the same salary schedule as head assistants; teachers of cookery and special teachers in alternating schools are on the same schedule as head assistants and first assistants in elementary schools. The only difference is that the minimum salary is one hundred dollars less, because these teachers may be beginners in teaching, while head assistants and first assistants are teachers of experience. The minimum is rarely paid to them. A careful study of the schools will remove the first impression of mere over-classification of teachers and lead to the conviction that changes ought to be made of a more fundamental character than that of reclassification.

Principals are the chief executive and administrative officers. Years ago when the schools were small, they taught the highest classes. They were later relieved from teaching, but were required to inspect and to examine classes and to teach model lessons. In a small school such supervisory duties are possible even now. With the increased size of schools and the complexity of administration, principals can no longer be expected to do all this work, but they "give class and individual instruction to pupils as much as possible consistent with the performance of their other duties." No principal can supervise in detail the instruction of a school larger than sixteen to eighteen classes. The custom is to provide a clerk for a school of twenty or more classes in order to relieve the principal of the clerical work that he may continue to oversee the detail of instruction.

The standard organization of an elementary school has been a kindergarten and eight grades. The eight grades have been divided for many years into departments, primary and grammar, each of four grades. When this was first done, it was assumed that the work of each differed from the other and that each department should have a head,—a primary vice-principal and a grammar vice-principal,

respectively. Vice-principals of grammar rank, variously called throughout the country assistant principals, sub-masters, supervising assistants, head assistants, rank next to principals. They are teachers of classes and not supervisory officers.

The rules defining the duties of vice-principals are:

Vice-principals shall have general charge of the floor or department with which they are connected, and shall assist the principal in carrying out his instructions.

In the absence of the principal the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade shall assume his station and duties.

In order to learn the specific duties which vice-principals performed under the rule, a circular was issued requesting that each principal send to the Superintendent the name of each vice-principal and each head assistant in the school or schools in his care, enumerating carefully and fully the specific duties performed by each. The replies show that those performed by the grammar vice-principals are:

- (a) To teach the 8A class or a subject in a departmentalized program.
- (b) To take charge of the assembly of the grammar department.
- (c) To prepare the commencement program.
- (d) To consult with and advise teachers of the grammar grades.
- (e) To take disciplinary charge of corridors, courts, or groups of rooms, or of the whole grammar department.
- (f) To make out departmental or court duty programs.
- (g) To verify state registers (the state money is apportioned according to attendance).
- (h) To oversee tardiness of pupils.
- (i) To oversee and distribute supplies.

There are other duties of less importance varying somewhat in the different schools. Those enumerated are the most significant, although they differ in the various schools. It is apparent at once that the grammar vice-principal's chief duty is to instruct a class and to relieve the principal of a few routine duties. In no sense has she supervisory functions in connection with the oversight, inspection, and improvement of the instruction.

The primary vice-principal's duties differ in degree but not in kind from those of the grammar vice-principal. She teaches a class of primary grade, takes charge of a primary assembly, advises primary teachers, has charge of corridors

through which primary pupils pass. Her duties are not supervisory but disciplinary. She, of course, has nothing to do with commencements.

The growth of some of the schools has been so great and the All Year and Alternating and Junior High types of organization have made so many changes that it has been impossible to secure the desired results in instruction without giving the principal assistance in the close supervision thereof. The primary departments in some schools were larger than the grammar, accordingly *supervising primary* vice-principals were appointed in McKinley (enrollment for 1919-1920, 2,924), Robert Treat (2,654), Lafayette (2,778), Belmont Avenue (2,034), Joseph E. Haynes (1,868), Charlton Street (1,571), Moses Bigelow (1,824), West Side (1,575), and John Catlin (2,151). The duties of the supervising vice-principals are to give model lessons, to test classes, to plan work, to oversee and to coordinate the efforts of the teachers in instruction. They are fully responsible for the success of the classroom work in the primary grades of their respective schools. Other than the principals they are the only teachers in the schools who have more than merely advisory or incidental influence on the instruction.

The rule defining the duties of head assistants is:

Head assistants shall have disciplinary charge of the rooms, corridors, and courts assigned by the principal and shall perform in connection therewith such other duties as may be required by him. In all other respects their duties shall be similar to those of assistants.

There are primary and grammar head assistants as there are primary and grammar vice-principals. The chief duties of head assistants other than those mentioned in the rules are:

- (a) To conduct assembly exercises in a group of four or five classes or to play the piano and to lead the singing.
- (b) To take charge of supplies.
- (c) To validate registers.

There are other duties of less importance differing somewhat in the various schools according to the assignment of the principal as allowed by the rule.

Head assistants in high schools have disciplinary charge

of lunch rooms, corridors, detention rooms, out-of-school activities, school organizations. The duties differ in the various schools. The only rule to govern the matter is the general rule quoted in the foregoing. The practice for years when there was only one high school was to advance successful teachers to the rank of head assistant as a recognition of meritorious work. The rank came to be regarded as a reward of merit, a means of stimulating aspiring teachers to their best efforts. That the number of head assistants should be limited by the duties to be performed was given less thought. Heads of departments, persons holding rank equivalent to that of head assistants, have, through years of custom or common practice, been given the responsibility of the preparation of courses of study, the preparation of examination papers in the respective subjects, and they have been general advisers in these subjects. These functions, when schools were small, belonged to the principals. The duties of these two ranks should be combined. Each head of department should have sufficient work in addition to that as assistant to justify the difference of six hundred dollars in salary between an assistant and *head of department*.

The difference between primary vice-principals and primary head assistants is that the former has the greater dignity and higher standing. The difference is in rank and not in kind of work.

The grammar vice-principals and head assistants teach higher grades than the primary vice-principals and head assistants and have a standing of greater dignity. The requirements for the licenses are not the same. The personal qualities for success in the higher grades differ from those in the lower.

The distinction between grammar vice-principals and grammar head assistants is that a grammar vice-principal teaches the highest grade and a grammar head assistant may teach a fifth, sixth, seventh, or eighth grade. The rank of the former is higher and the prestige greater, although the academic requirements for the licenses are the same for

both positions. Under the merit system in use, to secure a grammar vice-principal's license a head assistant must have a good record and secure the recommendation of the principal and assistant superintendent as to personal fitness and ability. The vice-principals, therefore, have passed one more professional test than head assistants.

First assistants are teachers of seventh and eighth grades and are often called departmental teachers or teachers of higher grades. They have no administrative or supervisory duties, but are given special rank because they teach the two highest grades. The work in these grades is more onerous, requires greater scholarship, disciplinary ability, and experience than in other grades, hence additional honor and compensation are accorded to these teachers. They are called *first assistants* in Newark because, under the merit system in use in the city schools, they must secure an advanced license to teach in the upper grades. As the number of junior high schools increases the teachers who are first assistants will become assistants in them. The rank will, in the natural course of events, disappear, for grades seven and eight will be a part of the new intermediate school.

The schools are in a state of transition, the distinction between primary department and grammar department is disappearing, or better, is now made between the grades six and seven instead of between grades four and five. Instead of having primary and grammar departments in an elementary school of eight grades, the plan is to have an elementary school of six grades,—to be exact, a kindergarten and grades one to six inclusive. The new plan contemplates an intermediate or junior high school composed of grades seven, eight, and nine, and a senior high school of grades ten, eleven, and twelve. It is clear that as this evolution progresses there will be necessity for two vice-principals in a school—the primary vice-principal and the grammar vice-principal. As vacancies have occurred in the position of primary vice-principal no nominations have been made to fill them. Teachers who have the rank of primary vice-

principal should continue to hold it, but vacancies in the position should not be filled. It will take, following this policy, but a few years to make the desired elimination.

The increasing size of the schools and the increasing amount of work in their management have caused the principals to assign teacher-clerks some of the duties which naturally belong to the grammar vice-principal. The grammar vice-principal teaches a class often in a room far removed from the principal's office, and she cannot perform some of the duties which properly belong to her rank and position. This should not be. There should be one vice-principal in a school and teacher-clerks should devote their time to clerical work and to acting as substitute teachers when necessary.

In place of a primary vice-principal and a grammar vice-principal in each school there should be one "vice-principal of the school," who is free and able to perform the duties of her rank. This vice-principal should be relieved from teaching a class so that she may be assigned by the principal to give detailed supervision of the instruction. The valuable work done by the supervising primary vice-principals indicates that this plan is the one to follow for the best interest of the schools. This opinion is confirmed by an experiment conducted in the Central Avenue School. The grammar vice-principal was temporarily released from teaching a class in order to insure adequate assistance to the principal in the organization and management of the school on the alternating plan. The success of the experiment shows conclusively that one vice-principal in a school is all that is necessary. Supervising primary vice-principals and primary vice-principals should be encouraged to qualify as grammar vice-principals so they may become eligible for the new position of "vice-principal of the school," for it is from this rank that the new position should be filled.

The changes in organization now taking place are shown by the following diagram:

NEWARK ELEMENTARY AND SECONDARY SCHOOLS

SLANTING OBLONGS INDICATE NON-TEACHING POSITIONS — OBLONGS PARALLEL TO TOP OF PAPER INDICATE TEACHING POSITIONS — GUIDE LINES WITH ARROW HEADS SHOW THAT THE POSITION FROM WHICH THE LINE IS DRAWN MERGES INTO THE POSITION TO WHICH THE LINE IS DRAWN. WIDTH OF OBLONGS ARE IN THE SAME PROPORTION AS THE MAXIMUM SALARIES OF THE POSITIONS INDICATED

PRESENT ORGANIZATION			FUTURE ORGANIZATION		
GRADE	SCHOOL	FIRST TYPE	SECOND TYPE	GRADE	SCHOOL
12		P	HD	12	SENIOR HIGH
11		HA	A	11	
10		A		10	
9				9	
8		P		8	
7		GVP		7	
6		FA		6	
5		GHA		5	
4		A		4	
3				3	
2				2	
1				1	
KINDER-				KINDER-	
CARTEN-				CARTEN-	

THE JUNIOR COLLEGE

The Newark Junior College was founded without university initiative or encouragement. It rests upon the conviction that the city should give its youth an opportunity to do work of collegiate grade at home. The character of the institution will be more clearly apprehended, if measured by the definition and standards of a college of liberal arts and sciences adopted by the Association of Colleges and Preparatory Schools of the Middle States and Maryland. It must, however, be remembered that the Junior College offers only two years of college work, while the Association mentioned had in mind only institutions offering four years of work. The definition and standards are:

An institution to be ranked as a college of liberal arts must have at least eight professors giving their entire time to instruction therein; must require for admission not less than four years of academic or high school preparation, or its equivalent; must conduct a curriculum of four full years of approved grade in liberal arts and sciences.

It is recommended that in interpreting this definition the following standards should be employed with due regard to the fact that an institution falling below the desired standard in certain particulars may more than make good this lack by excellence in others:

1. A college year should include for each student not less than thirty-four weeks of actual work, of not less than fifteen full periods per week of academic work or the equivalent.

2. Members of the teaching staff in regular charge of classes should have had not less than one year of graduate study and a majority of them should have had training equivalent to that presupposed by the degree of Doctor of Philosophy; in all cases efficiency in teaching as well as the amount of research should be taken into account.

3. A preponderance of the teachers who have independent charge of classes should be of professorial rank.

4. The number of periods per week of teaching, for each instructor, should not exceed sixteen.

5. The curriculum should provide both for breadth of study and for concentration.

6. The curriculum should have justifiable relation to the resources of the institution.

7. There should be library and laboratory facilities adequate to the work which the institution announces, and these should be kept up to their full efficiency by means of adequate annual expenditures.

8. There should be a minimum productive endowment, beyond all indebtedness, of at least \$500,000. In the case of tax supported institutions or those maintained by religious or other organizations, financial support or contributed services equivalent in value to the endowment specified are substitutes.



MADE FOR SCHOOL BAZAAR BY GIRLS IN ALTERNATING SCHOOLS AND IN
UPPER GRADES OF OTHER SCHOOLS



MADE FOR SCHOOL BAZAAR IN GRAMMAR GRADES (MANUAL TRAINING
AND ART DEPARTMENTS)

Note. For the present the application of this principle will not be strictly made in the case of institutions which otherwise fulfill the requirements, for such institutions will be expected to increase the amount of their productive endowment to the sum indicated at the earliest possible date.

9. Salaries paid the members of the teaching staff should be adequate. The minimum will depend upon the local cost of living as well as upon other factors.

10. In administering entrance requirements, exceptions should be few and made only for reasons of great weight.

11. The records of the graduates of the college in graduate and professional schools should be satisfactory.

The faculty of the Newark Junior College is composed of seventeen members, eight of whom give their time exclusively to the college, while the others have programs of combined high school and college subjects. Four of the faculty are also ranking heads of departments in the high school. They are allowed to retain this rank for the present because the legal status of Junior College teachers has not been determined in New Jersey. All are college graduates. Thirteen have done post-graduate work and hold the Master's degree, while three hold in addition the degree of Doctor of Philosophy. They are all teachers of successful experience and excellent records. Some are authors of books and contributors to periodicals and active leaders in their profession. They are skillful instructors, devoted to their work and ambitious to make the college successful. The salary schedule is \$1,900 to \$3,800 for men, and \$1,400 to \$3,200 for women.

The teaching load for the semester ended June 16, 1920, was:

	—Number of Periods—	
	College	High School
Thomas F. Kennedy, A.B., A.M., Pd.M., LL.D.— <i>Philosophy</i>	3	....
Jennie A. Giehl, A.B., A.M., Ph.D.— <i>French</i>	6	....
Arthur deG. Hinzler, Graduate of Sorbonne Université de Paris and Grenoble— <i>Spanish, French</i>	18	....
Thomas K. Smith, A.B., Ph.D.— <i>Mathematics</i>	15	....
Arthur Wakefield, A.B., A.M.— <i>English</i>	12	....
John C. Ware, Ph.B., M.S.— <i>Chemistry</i>	15 & (20 Lab.)	....
Alfred R. Jayson, A.B., A.M.— <i>Physics</i>	12 & (18 Lab.)	....

	Number of Periods	
	College	High School
Ralph H. Wright, A.B., A.M., M.C.S., D.S.C.— <i>Accountancy</i>	17	....
Ruth Perkins, A.B., B.C.S.— <i>Secre-</i> <i>tarial Work</i>	21	....
Charles R. Austin, A.B., A.M., Ph.D.— <i>Latin and Greek</i>	9	10
Edward S. Dore, A.B., A.M.— <i>English</i>	3	15
Harvey L. Fassett, A.B., A.M.— <i>Mathematics</i>	8	10
Caroline G. Howe, A.B., A.M.— <i>Biology</i>	(22 Lab.)	....
Samuel B. Howe, A.B., A.M.— <i>History, Economics</i>	12	4
Carl J. Hunkins, A.B., A.M.— <i>Physics</i>	12 & (15 Lab.)	4 & (1 Lab.)
Hilma Leers, A.B., A.M.— <i>German</i>	12	5
Edith L. Spencer, A.B., A.M.— <i>Biology</i>	8 & (6 Lab.)	10

The plan of admission includes students of three types, all of whom must be graduates of a four-year secondary course: first, matriculated students, comprising those who could meet or have met the entrance requirements of a senior college; second, those who have met entrance requirements with not more than two conditions; third, special students, who desire to pursue college subjects but who do not intend to work for a degree in a senior college. At the beginning it was not possible to assure students that senior colleges or the State Department of Public Instruction of New Jersey would approve the college, so thirty-six students, because of the uncertainty, withdrew to attend other colleges or normal schools, and twenty to engage in gainful occupations.

The college year is from 36 to 38 weeks, according to the calendar. The last year began September 10 and ended June 16, 1920, with the vacations of the high school year. The students carry a minimum program of 16 hours, but should the senior institution require 18 or even 21 hours as some of the engineering schools do, the student is permitted to do that amount of work. The student's work is carefully followed and should it show weakness, he is required to drop a subject.

The program of studies includes English, the classic and modern foreign languages, mathematics, sciences, and social

studies, philosophical subjects, public speaking, physical training and hygiene, and the commercial studies of the secretarial course. All the courses and text books are of college grade and are not high school courses with supplemental work. Although given in a high school building, they correspond in scope and character to the freshman and sophomore courses given in colleges of the highest rank throughout the country.

The library facilities are supplemented by the collection of the Free Public Library which is at the disposal of the college. The equipment and facilities of the physical and biological laboratories are excellent, and are equal, if not superior, to those of many small colleges.

The life of the college is distinct, although under the same roof as the high school. The recitation hours are different, covering a range from 8:30 a. m. to 4:30 p. m. on each school day. The assemblies are of college students only. The students have their own recitation and study rooms, their own athletic teams, their central college organization to which every student must belong before he can join any other club. The honor system has been introduced and the students govern themselves. The classes elect representatives to an Honor Council which has judiciary as well as executive functions.

The first commencement week began with the baccalaureate exercises at four o'clock on Sunday, June 13, 1920. Warren W. Giles, D. D. of East Orange addressed the class. Monday, reunion day, the class celebrated by a sail up the Hudson River to Bear Mountain. Their guests were the students who had entered college with them. Tuesday was class day. The exercises were held out-of-doors on the lawn in front of the South Side High School. The program was as follows:

The Class Procession

The Glee Club

The Address of Welcome.....James Raymond Berry

The Class History..... { Joseph Zemel
Bernard Gottlieb

Joseph Zecher
Bernard Gottlieb

The Class Presentation.....Ralph Shapiro

The Orchestra	
The Class Prophecy.....	Mary Fisher
The Class Poem.....	{ Clare Henderson Philip Grossblatt
The Planting of the Ivy	
The Orchestra	
The Ivy Oration.....	Charles Handler
The Alma Mater	

Wednesday evening at eight o'clock the commencement exercises took place. The program follows:

The Processional	
Priests' March from Athalia.....	<i>Mendelssohn</i>
The Address—Democracy and Progress	
William B. Guthrie, Ph. D.	
The Soprano Solo.....	May Korb
Swiss Echo Song.....	<i>Eckert</i>
The Address—Higher Education in Newark	
Hon. Charles P. Gillen, Mayor of Newark, N. J.	
The Presentation of Certificates	
Hon. Frank H. Sommer, President of the Board of Education	
Spring Song	<i>Mendelssohn</i>
The Announcements	
The Recessional	

The graduates with their respective courses, and the colleges to which they transferred are:

Name	Course	College
Antonius, Nicholas.....	Pre-medical.....	University of Maryland
Berry, Ray.....	B.S.	Princeton
Fisher, Mary.....	Bach. of Letters.....	N. J. College for Women
Flax, Ira.....	Pre-medical.....	Jefferson Medical College
Friedman, Irving.....	Pre-medical.....	Long Island Medical College
Fiore, Ophelia.....	A.B.....	Barnard
Gottlieb, Bernard.....	Pre-medical.....	Syracuse University
Greenwood, Benjamin.....	Engineering.....	
Grossblatt, Philip.....	Pre-medical.....	University of Maryland
Handler, Charles.....	A.B.....	Princeton
Henderson, Clare.....	A.B.....	Barnard
Levine, Samuel.....	Pre-medical.....	University of Maryland
Morris, Philip.....	Pre-medical.....	Syracuse University
Riccardi, Gerard.....	A.B.....	Princeton
Rickenbacker, Dorothy.....	A.B.....	Women's College, Brown University
Shapiro, Ralph.....	Pre-medical.....	University of Maryland
Zemel, Joseph.....	A.B.....	Princeton

The New Jersey State Board of Education has accorded its official approval to the Newark Junior College. The resolution reads as follows:

"That the State Board of Education, through its Advisory Committee, and with the aid of A. B. Meredith, Assistant Commissioner of Education, has made an inquiry and examined into the plans, scope, and resources of the Newark Junior College,—a municipal institution under the control of the Newark Board of Education. As the result of such examination, it approves of the institution and is satisfied that the work it is doing is efficient and of the regular college grade. After its two years' course its graduates should have no difficulty in entering the junior classes of any of our colleges or universities. We have assured the Newark Junior College that if it shall extend its courses to four years and shall maintain throughout the four years its present standards and requirements, our Board will favorably consider giving the Newark Junior College the right to grant collegiate degrees."

This action of the State Board places the Newark Junior College on the list of "approved" institutions and insures its academic standing. This standing is strengthened by the action of seventy-one colleges and universities that have expressed willingness to give credit for work done in the Newark Junior College on the same basis that they recognize work done in other collegiate institutions, provided students fulfill admission requirements and sustain themselves in the advanced work of the senior colleges and universities. Among these colleges and universities are Boston University, Massachusetts Institute of Technology, Brown University, University of Chicago, University of Pennsylvania, Cornell University, Dartmouth College, Hamilton College, Johns Hopkins University, Lehigh University, Wesleyan University, Princeton University, Rutgers College, Simmons College, Teachers' College, Columbia University. It must be admitted that such a college has possibilities of excellent service.

THE JUNIOR COLLEGE AS AN INSTITUTION

The foregoing description of the origin and development of the junior college suggests the fact that it is still too young to do more than to call attention to its possibilities.

That there are several types of junior colleges is known to all who are familiar with educational affairs in this country. The first variant is that found at Chicago University, where the two lower years of the four-year college course constitute a unit, the completion of which is marked by the granting of the degree of Associate in the University. This junior college is a campus institution, has a part in the life of a great centre of learning, receives the benefit of all the influences which centre in such a place, and shares all the customs and traditions which form a part of college life. A second variant is that of institutions famous for the effort to marry poverty and high ambition. These so-called colleges are somewhat rare in the east, but they are not unknown to educators. Lacking endowment and stable financial support they struggle along with inadequate facilities and equipment, pay very poor salaries to instructors, and offer curricula somewhat more than secondary in scope and character. The best of them provide two, and, in some cases three years of additional work. They give the time honored degrees, but may reasonably be classed only as junior colleges. A third variant is that of the junior college maintained by public funds in connection with the high schools in public school systems. It constitutes an extension of the high school in two ways—one, by added requirements in the several subjects of instruction, and the other by superimposing upon the four-year course the first two years of college work. This form of junior college does not grant degrees.

The establishment of junior colleges in many states, although chiefly in the central and western sections of the country, makes the experiment national in scope. There have been founded eighty-five in little more than a decade, a number likely to increase rapidly and a number sufficient to make the examination of their function of some interest to educators.

The American college of today is an institution indigenous to the soil. Its venerable age and its excellent service make it worthy the place it occupies in the confidence and affection of those who have been inspired by its ideals and benefited

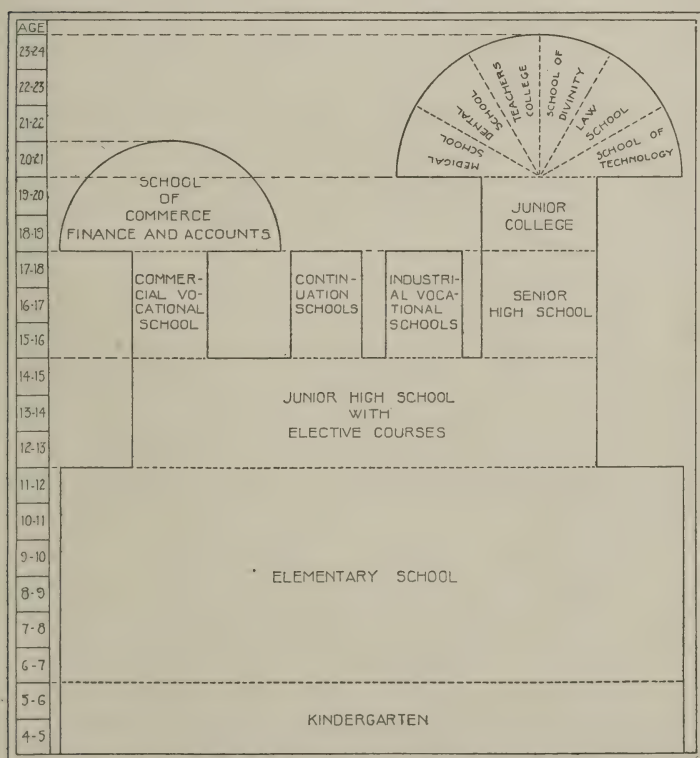
by its efforts. It may not escape the erosion of streams of influence flowing through educational fields. The history of education in the 19th century shows two such streams of development,—one below the college in the secondary field, and the other above in the university field. These indicate two of the most powerful tendencies in American education. That in the secondary field was inspired by the democratic ideal which has been an efficient though not always conscious force throughout the post-revolutionary period. It caused the decadence of the aristocratic Latin Grammar School with its circumscribed curriculum, founded as a college preparatory school. It stimulated the development of the academy—a finishing school established to prepare the youth, not primarily for college entrance—although it did that—but for other fields of activity. It caused the introduction and increase of high schools. At the beginning of the Civil War there were only forty high schools in the country, but in 1910 there were ten thousand with an enrollment of approximately one million students. The high school, too, served the same two purposes, but it was avowedly more democratic than its predecessor. The fact that these two types of schools were partly college preparatory schools does not diminish the claim of the democratic advance in education.

Not only was there this expansion in the secondary field but the period was marked by the increase in the number of different types of education in the collegiate field. The century began with one general course of study which all students took; a few, various sections or parts, and fewer still, the whole. Latin, Greek, the elements of higher mathematics and moral philosophy constituted the top layer and in this course all educators firmly believed. The first important innovation came through the development of professional schools. The astonishing fact was revealed that men who had shown little or no interest in the general college course at once manifested a powerful interest in the special lines of work and thus revealed the possibilities of science and other modern subjects in college education. The development of schools of law and medicine was followed

by that of technical schools designed to prepare for the engineering work which an expanding civilization required to be done. These schools took their pupils direct from the preparatory schools at an earlier age than they could have come from the colleges and so made a diagonal in the educational field. The urgency of life's demands was thus brought into conflict with the academic ideal and practice. With the increase of professional schools came the expansion of the college program of studies by the introduction of many new subjects covering the whole field of knowledge, and of the elective system as the scheme of college instruction. Some of the work formerly done in colleges was relegated to the secondary schools and the continued enrichment of the curricula of these schools shows that the end is not yet in sight. The metamorphosis has caused much discussion and a wide difference of opinion as to the length of the collegiate course as a prerequisite for technical and professional training. The result is that some universities require four years of college work for admission to their professional schools, others, two years, others permit a combination of the last year of the collegiate course and the first year of the professional and give the baccalaureate and professional degree for the abbreviated course. There is a widespread belief among the people, not shared by all schoolmen, that the years required to secure a full academic and professional training are too many and that some adjustment must be made, but without sacrifice of values that have been fully demonstrated. These two tendencies have met in the inception of the junior college, which seems to afford the solution of one vexing problem in American education, namely, that of the length of college education. The junior college is based upon the thought that in nature and scope the first two years of the present college work are essentially secondary and might well be taught in secondary schools, and that professional work should begin in the middle of the traditional four-year college course.

The junior college may develop into a secondary institution analogous in curriculum to the great public school of England, to the lyceé of France, or to the gymnasium of

several continental countries. Its evolution taken in connection with that of the junior high school may result in giving America an institution having a course eight years in length, from the seventh to the fourteenth grades, both included. The criticism that the American high school begins too late and ends too early will be met, for the extended high school will, in that case, reach down to the elementary school and up to the university and will include the whole period of adolescence. The unifying process may gradually change the life of the junior high school, senior high school, and junior college and bring all into organic unity. The following diagram shows a possible standard organization that may result for American schools:



The schools of America at the present time lack consistent organization and real unity. They have multiplied because of an irresistible desire to have the best educational opportunities that can be obtained for the children and youth. The growth seems to have followed no apparent law. Perhaps they are better than they would have been under other conditions. Local initiative and state control have developed a love for the schools on the part of the people that is the surest guarantee of support and encouragement that they could have. One result of the method of establishment and growth has been the undue length of the period of education. The demand for a change is not now insistent, but the law of evolution is operating in educational as well as in economic, social, and political affairs. The increase in junior colleges may have greater significance than we apprehend at this time.

The junior college has become an integral part of the public school system of one of our great states and this action has fixed its status. It is identical with the high school in sources of revenue and in administration, and is destined to become in truth the people's college. The junior college will round out a more adequate state system of public instruction and will afford either a cultural or a technical education up to the time when the student needs to begin the advanced training for his chosen life work.

It may be that in wealthy communities the junior college will develop into a full fledged college under municipal auspices. That will be so if the educational course in America is to remain two years in the kindergarten, eight years in the elementary school, four years in the secondary school, four years in college, and four years in the university, making in all a course of twenty-two years. Men and women under such conditions are twenty-six or twenty-seven years of age before they begin their professional careers, and they must spend five or six years thereafter to establish themselves. The sentiment of the country may finally decide that this is none too much preparation for a professional career. In that case the final American standards will be much higher than those of any other civilized

country. It may be that public opinion will require that the full four-year college maintain its present position and that other changes shall be made to shorten the educational course. It is not known what the result of the changes now in progress will be. Of one thing we are sure. Under the most advanced democratic conditions in the west the junior college fits into the scheme of things. There is a belief that the future holds for it a large field of usefulness.

CONCLUSION

It would be remarkable if such important changes in school policies and organization as those described in these pages caused no discussion. Many will favor them, because they discern their direction and significance; others will disapprove, because they prefer a static condition.

Criticism of the schools must be expected. The unfriendly and unseeing judge cites the ignorance of children, about apothecaries' weight, or cube root, or of the bend of the coastline known as Cape Fairweather or of some other detail that is to him precious. His claim is that the schools of yesterday were better than those of today. He forgets the limitations of the old time school which had mature pupils of a selected variety, while those of today have a majority of children of diverse racial heritage who are living under congested city conditions. Most of these children will never go to Cape Fairweather so knowledge of it has less informational and less educational value than at first seems possible. The druggist from whom they purchase medicines knows apothecaries' weight, and it is not necessary for them to know it. Neither is it necessary for them to learn to extract a cube root until they take the mathematical or engineering courses in higher institutions. The amount of material omitted from or deferred in the process of simplification of subject matter is great. This omission is one of two main causes for criticism.

It must always be kept in mind that children are not adults. They do not always apply themselves; they forget what they are taught; they are frequently overawed by the

critic who examines them; many either fail or only partially succeed even in the examinations given by their own teachers on the work they have done. They are children. They are adults only in the forming.

Children are crowding into the schools and more of them are finishing the full twelve years of work than ever before. Their physical well being is of tremendous importance and their intellectual and moral development and discipline not less so. Their general information is large; they have a timely interest in worthwhile things; they have power to think. Their education is based upon psychology rather than tradition or custom. It reflects the best thought of the most constructive minds of the present as well as the past. Its essential value in furthering the happiness and efficiency of individuals as well as in perpetuating democratic ideals and institutions is freely and almost universally acknowledged even by the critics.

That the schools are perfect no one claims. It is the effort to improve them that results in experiments and adjustments of all kinds, such as those described in this report. The experimentation in the Newark system is due primarily to its vitality, its own dynamic force. The work of the past two years has been of real value. That it will be productive of further good is confidently believed. There have been growth in numbers, improvement in methods of instruction, better adaptation to meet various needs, increase of opportunities, adjustments of schools and of the system itself to make more effective the work undertaken. Measures have been adopted to improve the income and the morale of the teaching staff. All who have labored devotedly and unselfishly through a period of unprecedented stress deserve appreciation and congratulation.

Respectfully submitted,

DAVID B. CORSON,
Superintendent of Schools.

SPECIAL REPORTS

APPENDIX A

School Savings Banks

Report of

ELMER K. SEXTON,

Assistant Superintendent of Schools

The school savings banks, except those at East Side High and at Warren Street schools, have been opened since December 1916. This report, therefore, covers the second and third full years for the majority of these institutions.

Balance on hand in school savings banks July 1, 1918.....	\$ 4,678.33
Amount deposited in S. S. B. July 1, 1918 to July 1, 1919.....	\$12,470.07
Interest credited S. S. B. July 1, 1918 to July 1, 1919 (not including July 1, 1919).....	156.97
	<u>12,627.04</u>
Total	\$17,305.37

Amount transferred to pupils' accounts in local savings banks during year.....	\$ 7,257.10
Amount withdrawn by pupils from S. S. B. during year.....	4,847.55
	<u>12,104.65</u>

Amount on hand in S. S. B. July 1, 1919.....	\$ 5,200.72
Bank balance.....	\$ 3,290.03
Liberty bonds.....	1,662.17
W. S. and Thrift Stamps.....	248.52
	<u>\$ 5,200.72</u>

CUMULATIVE REPORT

Total amount deposited in S. S. B. to July 1, 1918.....	\$29,855.57
Amount deposited July 1, 1918 to July 1, 1919.....	12,470.07
	<u>\$42,325.64</u>
Interest credited S. S. B. to July 1, 1918	\$ 186.43
Interest credited July 1, 1918 to July 1, 1919 (not including July 1, 1919)	156.97
	<u>343.40</u>
	<u>\$42,669.04</u>

Amount transferred to pupils' accounts in local savings banks to July 1, 1918.....	\$16,305.70	
Amount transferred July 1, 1918 to July 1, 1919.....	7,257.10	
	<hr/>	\$23,562.80
Amount withdrawn by pupils from S. S. B. to July 1, 1918.....	9,057.97	
Amount withdrawn by pupils July 1, 1918 to July 1, 1919.....	4,847.55	
	<hr/>	13,905.52
		<hr/>
		37,468.32
Amount on hand in S. S. B. July 1, 1919.....		<hr/>
		\$ 5,200.72
Number of depositors in S. S. B. July 1, 1918.....	4,783	
Number of new depositors July 1, 1918 to July 1, 1919.....	1,299	
	<hr/>	
Total number of depositors during year.....		6,082
Number of depositors who have withdrawn all deposits during year.....		1,081
	<hr/>	
Number of depositors July 1, 1919.....		5,001

CUMULATIVE REPORT

Total number of depositors in S. S. B. to July 1, 1918....	7,354	
Number of new depositors July 1, 1918 to July 1, 1919....	1,299	
	<hr/>	
Total number of depositors since opening of S. S. B.....		8,653
Number of depositors who have withdrawn all deposits from S. S. B. to July 1, 1918.....	2,571	
Number who have withdrawn all deposits from July 1, 1918 to July 1, 1919.....	1,081	
	<hr/>	
Total number of depositors who have withdrawn all deposits		3,652
	<hr/>	
Number of depositors July 1, 1919.....		5,001

TABLE I (1919)—REPORT OF SCHOOL SAVINGS BANKS BY SCHOOLS FOR THE YEAR ENDING JUNE 30, 1919.

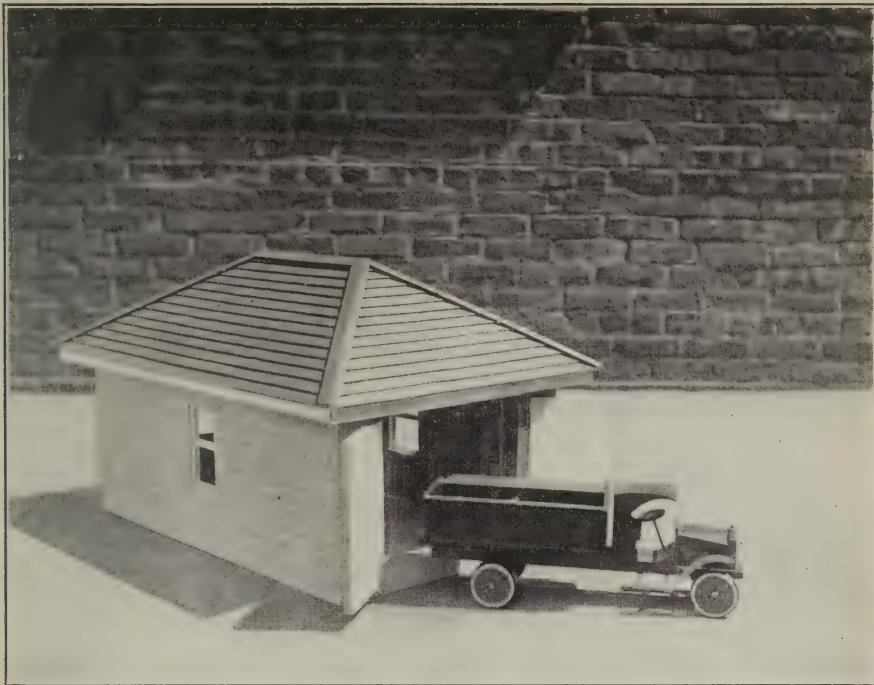
SCHOOL	Amount to credit of school bank July 1, 1918	Total deposits during school year	*\$ 295.45 1,132.76	Increase in deposits over 1918	Interest credited during year by savings banks (Not inc. July 1, 1919)	Total credits	Amount transferred from school to pupils' saving bank accounts during year.	Amount withdrawn by pupils during year	Total debits	Amount to credit of school bank July 1, 1919
Central High.....	\$ 205.99	\$2,720.53	*\$ 295.45	\$ 837.31	\$ 4.33	\$ 210.32	.....	\$ 191.69	\$ 191.69	\$ 18.63
East Side High.....	2,130.82	2,720.53	1,132.76	837.31	63.70	4,890.05	.....	2,498.26	2,498.26	2,391.79
Total.....	\$2,336.81	\$2,720.53	\$ 837.31	\$ 837.31	\$ 73.03	\$5,100.37	.....	\$2,689.95	\$2,689.95	\$2,410.42
Abington Avenue.....	\$ 191.13	\$ 814.42	*\$ 433.99	\$ 433.99	\$ 4.62	\$1,010.17	\$ 705.00	\$ 130.02	\$ 835.02	\$ 175.15
Cleveland.....	51.17	294.23	* 547.08	547.08	1.00	346.40	306.00	8.94	314.94	31.46
Lafayette.....	712.98	2,189.14	* 252.76	252.76	36.54	2,938.66	1,115.30	778.06	1,893.36	1,045.39
Monteith.....	208.34	2,071.96	* 1,427.60	1,427.60	7.01	2,287.31	1,996.00	65.67	2,061.67	225.64
Newton.....	902.52	2,276.51	* 375.47	375.47	23.79	3,202.82	1,616.90	761.59	2,378.49	824.33
Warren Street.....	128.56	1,244.36	* 812.76	812.76	4.77	1,377.69	983.85	140.55	1,124.40	253.29
Washington Street.....	176.82	858.92	* 196.63	196.63	6.21	1,041.95	534.05	272.77	806.82	235.12
Total.....	\$2,371.52	\$9,749.54	*\$2,450.07	\$2,450.07	\$ 83.94	\$12,205.00	\$7,257.10	\$2,157.60	\$9,414.70	\$2,790.30
Grand Total.....	\$4,678.33	\$12,470.07	*\$1,612.76	\$1,612.76	\$136.97	\$17,305.37	\$7,257.10	\$4,847.55	\$12,104.65	\$5,200.72

* Decrease.

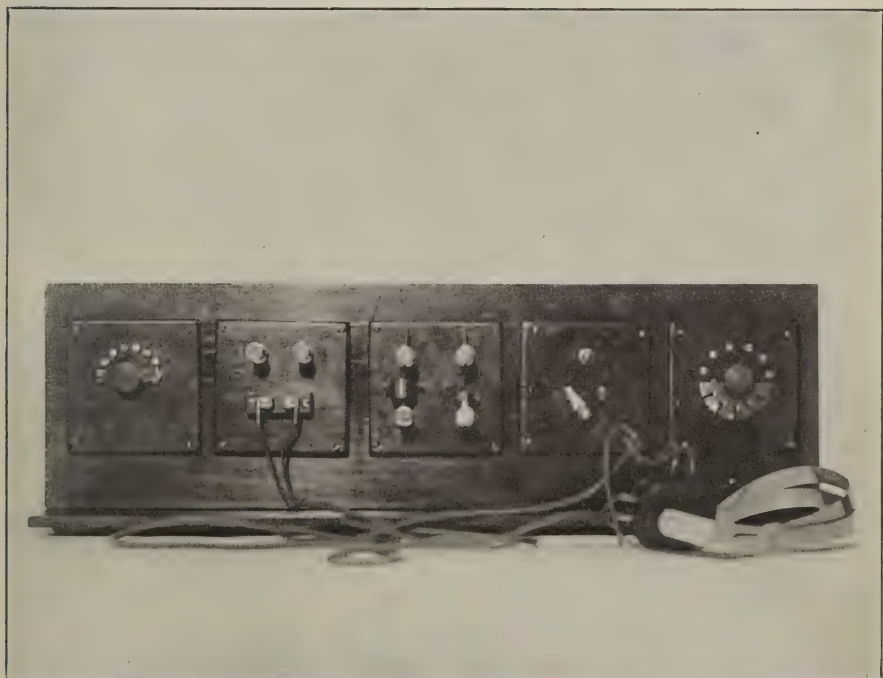
TABLE I (1920)—REPORT OF SCHOOL SAVINGS BANKS BY SCHOOLS FOR THE YEAR ENDING JUNE 30, 1920.

SCHOOL	Amount to credit of school bank July 1, 1919	Total deposits during school year	Increase in deposits over 1919	Interest credited during year by savings banks (Not inc. July 1, 1920)	Total credits	Amount transferred from school to pupils' savings bank accounts during year	Amount withdrawn by pupils during year	Total debits	Amount to credit of school bank July 1, 1920
	\$ 18.63 2,391.79	\$8,446.11	\$ 725.58	\$ 88.59	\$ 18.63 5,926.49	\$ 18.63	\$4,152.36	\$ 18.63 4,152.36	\$1,774.13
Central High.....	\$2,410.42	\$8,446.11	\$ 725.58	\$ 88.59	\$5,945.12	\$ 18.63	\$4,152.36	\$4,170.99	\$1,774.13
East Side High.....	\$ 175.15	\$1,171.53	\$ 357.11	\$ 6.02	\$1,352.70	\$1,027.00	\$ 91.51	\$1,118.51	\$ 234.19
Abington Avenue.....	31.46	1,085.53	1,085.53	.....	1,085.53	679.35	25.82	705.17	380.36
Canden Street.....	1,045.30	1,600.60	1,306.37	.....	1,632.06	1,349.00	49.18	1,398.18	233.88
Cleveland.....	225.64	3,934.18	1,745.04	64.79	5,044.27	1,142.07	1,864.93	3,007.00	2,037.27
Lafayette.....	824.33	3,198.27	1,126.31	8.54	3,432.45	3,056.00	122.84	3,178.84	253.61
Monteith.....	253.29	3,166.23	889.72	18.82	4,099.38	2,200.00*	700.30	2,919.02	1,090.36
Newton.....	1,997.94	753.58	753.58	9.82	2,261.05	1,688.67	173.35	1,862.02	399.03
Warren.....	235.13	1,226.64	397.72	9.68	1,471.45	819.37	398.01	1,217.38	254.07
Washington.....									
Total.....	\$2,790.30	\$17,380.92	\$7,631.38	\$117.67	\$20,288.89	\$11,980.28	\$3,425.84	\$15,406.12	\$4,882.77
Grand Total.....	\$5,200.72	\$20,827.03	\$8,356.96	\$206.26	\$26,234.01	\$11,998.91	\$7,578.20	\$19,577.11	\$6,656.90

* Plus \$13.82.



MODEL GARAGE AND CAR BUILT TO SCALE BY EIGHTH GRADE BOYS
UNDER INTENSIVE PLAN



INSTRUMENT BOARD FOR WIRELESS TELEGRAPHY OUTFIT MADE BY
EIGHTH GRADE BOYS UNDER INTENSIVE PLAN

TABLE II (1919)—ANALYSIS OF NUMBER OF DEPOSITORS

SCHOOL	Number of depositors July 1, 1918	Number of new depositors during year	Total number of depositors during year	Number of depositors who have withdrawn all deposits	Number of depositors July 1, 1919
Central High.....	45	.....	45	11	34
East Side High.....	180	48	228	33	190
Total.....	225	48	273	49	224
Abington Avenue.....	308	31	339	102	237
Cleveland.....	422	23	445	20	425
Lafayette.....	1,500	241	1,741	329	1,412
Monteith.....	460	242	702	151	551
Newton.....	1,139	234	1,373	190	1,183
Warren Street.....	509	285	794	114	680
Washington Street.....	220	195	415	126	289
Total.....	4,558	1,251	5,809	1,032	4,777
Grand Total.....	4,783	1,299	6,082	1,081	5,001

TABLE II (1920)—ANALYSIS OF NUMBER OF DEPOSITORS

SCHOOL	Number of depositors July 1, 1919	Number of new depositors during year	Total number of depositors during year	Number of depositors who have withdrawn all deposits	Number of depositors July 1, 1920
Central High.....	34	.....	34	34	.....
East Side High.....	196	73	263	100	163
Total.....	224	73	297	134	163
Abington Avenue.....	237	45	282	36	246
*Camden.....	.....	437	437	10	427
Cleveland.....	425	283	708	41	667
Lafayette.....	1,412	653	2,065	431	1,634
Monteith.....	551	339	890	128	762
Newton.....	1,183	157	1,340	498	842
Warren Street.....	680	364	1,044	109	935
Washington Street.....	289	70	359	115	244
Total.....	4,777	2,348	7,125	1,368	5,757
Grand Total.....	5,001	2,421	7,422	1,502	5,920

* Opened April 1, 1920.

APPENDIX B

Visual Education in the Newark Schools

Excerpts from Report of

ARTHUR G. BALCOM,

Assistant Superintendent of Schools

Last year a forward step in visual education was taken for the Newark schools when the Board of Education sanctioned a progressive plan for the use of the motion picture film as a means of instruction. First of all, wisdom was shown in the selection of projectors, screens, and booths. We are in a position to show in our schools pictures in point of definition and steadiness that compare favorably with those seen in the theatres. Of course, the first cost of this high-class type outfit amounts to considerably more than that of a cheaper type but in the long run it will prove to be cheaper and more satisfactory from the standpoint of durability and service.

PROJECTORS

Three senior high schools are equipped with the Simplex Arc; three junior high schools have the Power's machine—one an arc light and two a Mazda lamp; eight elementary schools have the Power's arc; four elementary schools the Power's Mazda, and two elementary schools the Graphoscope Junior which is equipped with the Mazda lamp. The two Pathescope machines have been used in the science rooms of the Cleveland and Robert Treat Junior High Schools. In addition to these, the Board owns an Edison model—an arc light which has been permanently installed at the Girls' Vocational School,—a combination machine, Power's arc light for motion pictures and Besler stereopticon for slides which constitutes a portable outfit to be used in schools having no machines, and a Peerless projector which is used in the assistant superintendent's office for the exam-

ination of films. This makes a total of twenty-five projectors owned and used by the Board of Education.

SCREENS

A good screen is an important factor in motion picture projection. The majority of schools were formerly equipped with plain muslin sheets which are not satisfactory for motion pictures. Therefore, it became necessary to install suitable screens in these schools. There were two types considered; the half-tone which has a plain white surface with a rubber back where the rubber is so pressed in that the screen is perfectly opaque. The pictures appear the same from every angle of the room and are full in detail and rich in effect. This screen was placed in Central High, South Side High, Robert Treat Junior High, and Madison Junior High. The second type was what is known as the Besler Opaque, not as expensive as the half-tone but a very satisfactory screen. The following schools were equipped with it: Central Avenue, Hawthorne, Hamilton, John Catlin, McKinley, Monteith, and Webster. The Cleveland Junior High, Garfield, Lafayette, and Burnet schools were already equipped with opaque screens. The plastered wall is used at Newton, Moses Bigelow, and Abington Avenue schools and gives very satisfactory results. Two half-tone screens, one 15'x15' and the other 12'x12', are kept for portable purposes.

BOOTHS

All new schools and recently built additions have been provided with a permanent projection room or booth, as, Garfield, John Catlin, McKinley, Moses Bigelow, and Robert Treat. All other schools having projectors have had to be equipped with booths. The type of booth furnished was of asbestos board,—inside dimensions 6 feet long, 4 feet wide, and 7 feet high. Twenty-one of these booths have been supplied to the schools and have proved to be very satisfactory. They not only meet the requirements of the law, but make a place where all projecting implements are

properly housed and kept. An asbestos cloth booth, recently purchased, 5'x5'x7' is used for portable purposes.

FILMS

The plan from the beginning was to organize a film service for the schools and send them out in circuits. Films are examined as to their physical condition and character of pictures when they are received from the distributors. Programs are then made for the schools and a record kept of the showings. Films are sent out in four-reel fireproof containers and for all alternating schools, where all grades from the first to the eighth assemble during the day, care is taken in the selection of films that will appeal to the various grades. A ten days' use of each film is arranged for, but in some cases we have been allowed to keep the films for three and four weeks.

We have handled approximately two hundred thousand feet of film. Each film has been shown from six to twenty times. There have been seven hundred and eighty-eight showings to an aggregate attendance of one hundred and seventy-nine thousand four hundred and twenty-five.

It is true that the films in many instances were not of the kind that we would have liked, but we tried to make the best use of those made available by the money appropriated for this purpose. All of the industrials were secured by paying cost of transportation. Many of these were fine films and gave a touch of reality to the great throbbing industries of the world that pupils could never get from a mere study of the text book. As I have viewed these pictures showing men and women in their working clothes, I have been impressed that the pupils get a lesson, unconsciously perhaps, of the dignity of daily toil—said to be desirable for young America. All of these pictures show worthwhile activities and give valuable information.

FILM LIBRARY

At the beginning of the year the Board of Education owned one film of about one thousand feet, the 1919 N. P.

S. A. A. Field Day. During the year, when films that served an educational purpose in the schools could be purchased for a nominal sum, I have been allowed to buy them, which authority I have tried to exercise with discretion. Nineteen thousand feet of film have been bought. Last fall a local photographer asked permission to film the fire drills at the Joseph E. Haynes and the Bergen Street schools. This film was purchased and is now a part of our film library. Recently the Board of Education authorized the making of a film entitled "Knights of the Cross Road" featuring the Safety Patrol in the conservation of life and property. This is a fine propaganda film and will be extensively used in the schools during the year.

VISUAL EDUCATION ASSOCIATION

Some years ago the Newark Board of Education made it possible for principals to order for their schools stereographs and lantern slides by spending a certain percent of their text book appropriation each year for this purpose. Many of the schools are now well supplied with these visual aids, but it has been difficult to get the teachers to use them, according to testimony of principals. This question of visual instruction seems to require a co-ordination of all visual aids and its success depends largely upon the interest, vision, and thoroughness of preparation of teachers. Normal schools should include in their courses of preparation a definite and comprehensive course in visual aids so that young teachers will be keenly interested in this method of instruction.

It is thought to organize a Visual Education Association starting with a comparatively small group of workers—those who have been using this means of instruction in their schools and who would be willing to work for the extension of this practice among their associates. The purposes of the Association are—

1. To recognize that the greatest factor in education is the teacher and that the efficient teacher is original and resourceful, constantly seeking visual aids to make the teaching process more vital and lasting.

2. To recognize that seeing is the dominating sense and that the largest number of impressions that result in knowledge come through the eye.
3. To promote and encourage a wise use of visual aids in teaching, as the map, chart, graph, picture, exhibit, model, stereograph, slide, and film and to keep in touch with the progress being made in their use elsewhere.
4. To recognize that these aids are not substitutes for work, but if rightly used will stimulate pupils to greater efforts through a keener interest in subject matter.
5. To test the results of these aids from time to time to determine their comparative values in the teaching process.
6. To study the question of equipment of visual education in our schools and how this may be obtained in the best and most economical manner.
7. To encourage individual initiative and originality in the preparation of material for visual education and to give instruction to the end that it may be intelligently used in the class room.
8. To recognize that the film is the youngest in the family of visual aids and because it seems to possess the inherent quality of motion, is likely to become the most effective.

DAY SCHOOL PROGRAMS AT AUDITORIUM PERIODS

Day school programs at auditorium periods were received with enthusiasm and great interest by principals, teachers, and pupils as testified by the many letters of appreciation received from the schools. I have come to believe that this innovation in the use of funds for lecture work in our schools surpasses in results that work we have done heretofore with public audiences. You will note there is a purpose running through these subjects—to lead to an appreciation of American resources, ideals, and traditions.

Following is a list of the auditorium programs arranged for by this department:

	Attendance	No. of Programs
Sept. 22-26—Harry F. Atwood, Chicago, Ill..... Subject: Our Constitution, the Antidote for Bolshevism.	6,800	8
Oct. 20-24—Harry C. White, Bound Brook, N. J. Subject: Americanization.	9,780	20
Oct. 22-Nov. 5—Mabel F. Knight, Boston, Mass. Subject: Folk Lore of the American Indian.	6,520	20
Nov 7-Dec. 12—Charles B. Hutchins, Mill Valley, Cal..... Subject: Bird Life in America.	21,355	41

	Attendance	No. of Programs
Jan. 22-Feb. 20—Joakim Arnesen, Minneapolis, Minn.	10,000	20
Subject: "World Geography" illustrated by motion pictures.		
March 17-26—Mabel F. Knight, Boston, Mass.....	14,040	30
Subject: "Folk Lore of the American Indian."		
Feb. 19 and March 10—Apollo Male Quartet, Newark, N. J.	3,300	2
Mar. 22-26—Surrick Lincoln, Staten Island, N. Y.	8,750	15
Subject: "Arctic Regions" illustrated by mo- tion pictures.		
April 11-16—Arthur P. Abbott, Newark, N. J.	4,040	10
Subject: "Ancient America and Its People."		
Total	84,585	

SLIDES TO SUPPLEMENT THOSE ALREADY IN THE SCHOOLS

It is my purpose to secure from time to time sets of slides to supplement those already in the schools. A set of slides illustrating a certain subject will serve a number of schools during a year. This plan of having a distributing center for slides and only enough sets to serve the needs of the schools will be very much more economical than having many duplicate sets in the schools only used when the subjects to which they refer are studied. There are in the superintendent's office four hundred and twenty-five slides of a miscellaneous character and about one hundred showing Newark school buildings, classrooms, auditoriums, and school activities. There have been added during the year ninety slides of famous paintings for the use of the Art Department; three sets of one hundred each to illustrate Newark Study in the schools; sixty beautifully colored slides illustrating Longfellow's *Hiawatha*; and a set of three hundred illustrating the history of our country in six periods known as "Freedom in Evolution" with accompanying manuscript. Altogether there are one thousand seventy-five slides for use in the schools. It is my purpose to furnish with each set manuscript or suggestions as to how the slides may be used to the best advantage.

PROGRAMS IN THE PLAYGROUNDS

No work during the year has given me more satisfaction than the showing of pictures—films and slides,—in the play-

grounds in the evening. Here is a fine opportunity for the Board of Education to make known its purposes and educational advantages to a class of people very difficult to reach by other methods. The first night that a program was given at Canal Street playground there was a crowd of five hundred, the second night there was a thousand. The programs avoided the trashy comedy and sentimental photoplay. Following is a sample program for one of these playground evenings:

1. Introductory Slide.
2. Film—"Making an American."
3. Slides—Announcing the Dates of the Opening of Schools—Day and Evening—Pictures of Newark Schools.
4. Film—Board of Education Officials Directing School Activities.
5. Slides—School Buildings of Newark.
6. Film—"Knights of the Cross Road," Part 1, featuring the Safety Patrol (older boys and girls of the schools) in the Conservation of Life and Property.
7. Slides—School Auditoriums and Classrooms.
8. Film—"Knights of the Cross Road," Part 2.
9. Slides—Great Americans—Washington, Lincoln, Roosevelt and President Wilson, closing with the Pledge of Allegiance, Flags of the Allied Nations and the Star Spangled Banner.

Board of Examiners

REPORT FOR SCHOOL YEAR 1918-1919

The following is a summary of the examinations held, and certificates granted, by the Board of Examiners, for the school year ending June 30, 1919:

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 26 and 27—						
Promotion	---	---	2	1	2	1
Principal	1	---	---	---	1	---
December 30 and 31—						
Principal	1	---	---	---	1	---
Grade (under 2 yrs. exp.)	---	1	38	22	38	23
Ass't Supv.—Music.....	---	---	9	17	9	17
April 26—						
Grade (under 2 yrs. exp.)	2	2	62	48	64	50
H. S. French	3	3	3	7	6	10
H. S. Pianist	---	---	4	2	4	2
H. S. Spanish	1	4	3	3	4	7
H. S. Stenog. and Typew'g	---	1	3	4	3	5
Manual Training	5	2	---	---	5	2
Total.....	13	13	124	104	137	117

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS TO DETERMINE FITNESS FOR LICENSE

	Satis- factory	Unsatis- factory	Total
Assistant Supervisor—Music	3	6	9
Domestic Science—Elem. Schools.....	1	---	1
Music—Elem. Schools	2	---	2
Manual Training—Elem. Schools.....	5	2	7
Physical Training—Women	15	16	31
Physical Training—Men	4	10	14
Playground Assistant—Women	32	13	45
Playground Assistant—Men	7	---	7
H. S. Pianist.....	4	---	4
Total.....	73	47	120

In addition to conducting these written examinations and practical tests the Board of Examiners held fifty-two (52) meetings for the purpose of conducting oral examinations of candidates, consideration of text books and supplies, revision of regulations for examination and appointment of teachers, and the transaction of general business.

APPLICATIONS ACTED UPON FOR ELIGIBILITY FOR
EXAMINATION

	Eligible	Not Eligible	Total
Principal	5	1	6
Ass't Supervisor of Music.....	29	8	37
Grade	386	29	415
Kindergarten	38	4	42
Special—deaf	3	....	3
Special—defective	7	1	8
Special—speech correction	1	....	1
Drawing—elementary schools	2	....	2
Domestic Science—elem. schools.....	1	....	1
Domestic Art—elem. schools.....	2	....	2
Music—elementary schools	2	....	2
Manual Training	5	4	9
Physical Training—women	33	1	34
Physical Training—men	21	2	23
Substitute	21	....	21
Playground Assistant	39	....	39
Evening School	1	....	1
H. S. English	1	....	1
H. S. French	19	6	25
H. S. History	3	....	3
H. S. Pianist	6	....	6
H. S. Spanish	13	11	24
H. S. Stenography and Typewriting.....	8	3	11
H. S. Dean of Girls.....	1	....	1
Total.....	647	70	717

NUMBER GIVEN ORAL EXAMINATIONS AND CERTIFICATES
GRANTED

	No. exam.	Granted		Denied	Laid over
		By ex.	By ind.		
Principal	3	2	....	1	....
Assistant Supervisor—Music.....	8	2	....	5	1
Grammar Vice Principal.....	9	....	5	....	4
Grammar First Assistant.....	36	1	18	....	17
Primary Vice Principal	9	....	5	....	4
Primary Head Assistant.....	21	....	6	....	15
Grade	166	96	64	2	4
Kindergarten	18	....	17	....	1
Special—deaf	3	....	3	....	....
Special—defective	7	....	7	....	....

	No. exam.	Granted		Denied	Laid over
		By ex.	By ind.		
Special—speech correction.....	1	---	1	---	---
Drawing—elementary schools.....	2	---	2	---	---
Domestic Science—elem. school....	1	---	1	---	---
Domestic Art—elementary school...	2	---	2	---	---
Music—elementary school.....	2	---	2	---	---
Manual Training.....	6	5	---	---	1
Physical Training—women.....	16	---	16	---	---
Physical Training—men.....	5	---	5	---	---
Vocational	2	---	2	---	---
Substitute	21	---	21	---	---
Playground Assistant.....	52	---	39	13	---
Evening School.....	1	---	1	---	---
H. S. English	1	---	---	1	---
H. S. French	6	3	---	2	1
H. S. History	3	2	---	1	---
H. S. Mathematics	16	14	---	2	---
H. S. Pianist	4	4	---	---	---
H. S. Spanish	4	4	---	---	---
H. S. Stenography and Typewriting	4	3	---	1	---
H. S. Dean of Girls.....	1	---	1	---	---
Total	430	136	218	28	48

Certificates Renewed

Grade	3
Manual Training.....	1
H. S. Drawing	1
H. S. French	1
H. S. History	1
H. S. Latin	1
H. S. Music	1
H. S. Physics and Chemistry.....	2
Total	11

TEXT BOOKS AND SUPPLIES

Five entire meetings and parts of five others were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

Text Books—

High School—Recommended by principals, etc.....	52
“ “ “ “ publishers	22
Elementary—Recommended by principals, etc.....	85
“ “ “ “ publishers	123

Total text books.....	282
Maps, Globes, Charts, etc.....	40
Supplies	51

The following were recommended for addition to the approved list:

- 12 elementary text books for pupils' use
- 7 " " " " " " (1 set to school)
- 3 " " " " " teachers' use
- 6 " " " " transferred from supplementary to circulating list
- 29 high school text books for pupils' use
- 1 " " " " " teachers' use
- 1 evening school text book
- 5 text books for purchase by special order
- 10 items of art supplies
- 18 items of general supplies

At the same time the following eliminations from the approved list were recommended:

- 11 elementary text books for pupils' use
- 1 " " " " " teachers' use
- 7 high school text books for pupils' use
- 1 " " " " " teachers' use
- 13 items of art supplies
- 6 items of general supplies

In addition to the above, lists of books for the libraries of the Barringer and South Side High Schools were considered and their purchase recommended.

REPORT FOR SCHOOL YEAR 1919-1920

The following is a summary of the examinations held and certificates granted by the Board of Examiners for the school year ending June 30, 1920:

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 28 and 29—						
Promotion .....	....	....	1	....	1	....
Principal	4	....	....	....	4	....
November 12—						
H. S. Pianist.....	....	....	8	5	8	5
December 29 and 30—						
Promotion .....	....	1	....	....	....	1
Principal	3	....	....	....	3	....
Grade	1	1	55	7	56	8
Substitute .....	....	1	....	....	1	....
Music (Alt.).....	....	1	8	2	8	3
Dom. Art (Alt.).....	....	....	5	3	5	3
Art (Alt.).....	....	....	7	9	7	9
Manual Training.....	6	1	....	....	6	1

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
Jr. H. S. Stenography..	....	....	3	....	3	....
“ “ Mathematics..	1	....	2	1	3	1
“ “ History .....	....	....	1	....	1	....
“ “ English .....	....	....	1	....	1	....
“ “ Commercial ..	2	3	....	1	2	4
Sr. H. S. Spanish	2	3	1	....	3	3
“ “ Phys. Train...	6	2	....	....	6	2
“ “ French .....	....	....	2	3	2	3
“ “ English	2	6	11	6	13	12
May 8—						
Grade	1	1	52	38	53	39
Jr. H. S. Commercial ..	....	2	3	3	3	5
“ “ Stenography..	....	1	3	....	3	1
“ “ English	1	1	5	1	6	2
“ “ Mathematics..	1	4	3	3	4	7
“ “ History	1	....	5	3	6	3
“ “ Latin	1	1	7	2	8	3
“ “ French .....	....	....	2	....	2	....
Sr. H. S. French	2	....	3	3	5	3
“ “ Music	2	1	3	3	5	4
“ “ Pianist .....	....	....	3	1	3	1
“ “ Phys. Train...	....	....	5	5	5	5
“ “ Spanish	2	....	1	1	3	1
“ “ Stenography..	1	1	1	....	2	1
May 22—						
Printing	4	5	....	....	4	5
Totals	43	35	202	100	245	135

*Summary Showing Number of Different Persons Taking
Examinations (Excluding Duplications)*

	Number Passed	Number Failed	Total
Grade	109	43	152
Principal	5	....	5
Promotion	1	1	2
Substitute	1	....	1
Music (Alternating School).....	8	3	11
Art (Alternating School).....	7	9	16
Domestic Art (Alternating School).....	5	3	8
Manual Training.....	6	1	7
Printing	4	5	9
Evening School Pianist.....	8	5	13
Junior High School.....	42	23	65
Senior High School.....	47	33	80
Totals	243	126	369

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS TO
DETERMINE FITNESS FOR LICENSE

	Satisfactory	Unsatisfactory	Total
Art (Alternating Schools).....	7	....	7
Music (Alternating Schools).....	3	2	5
Printing (Elementary).....	7	....	7
Manual Training (Elementary).....	7	....	7
Senior H. S. Music.....	4	1	5
“ “ Pianist	2	....	2
Physical Training (Elementary—Men)....	6	1	7
“ “ (H. S.—Women).....	2	3	5
Playground Assistant—Men	6	....	6
“ “ Women	19	....	19
Evening School Pianist.....	8	5	13
Totals	71	12	83

In addition to conducting these written examinations and practical tests, the Board of Examiners held fifty-six (56) meetings for the purpose of conducting oral examinations of candidates, granting of licenses, and for the transaction of general business.

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE
ELIGIBILITY

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Total
Principal .....	....	3	....	3
Grade	210	145	43	398
Kindergarten	19	....	9	28
Substitute	64	1	....	65
Speech Correction.....	1	....	....	1
Art (Alternating School).....	....	21	2	23
Music (Alternating School).....	....	12	8	20
Domestic Art (Alternating Sch'l) .....	....	8	3	11
Manual Training.....	....	8	5	13
Physical Training (Elem'tary)....	10	....	4	14
Printing (Elementary) .....	....	10	....	10
Junior High School	18	1	2	21
Jr. H. S. Commercial .....	....	15	2	17
“ “ English .....	....	13	4	17
“ “ French .....	....	2	....	2
“ “ History .....	....	12	....	12
“ “ Latin .....	....	16	1	17
“ “ Mathematics .....	....	21	5	26
“ “ Stenography .....	....	10	1	11
Sr. H. S. English .....	....	31	2	33
“ “ French .....	....	17	8	25
“ “ Music .....	....	22	2	24
“ “ Physical Training.....	....	20	12	32

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Total
Sr. H. S. Pianist .....	....	4	....	4
“ “ Spanish .....	....	6	11	17
“ “ Stenography .....	....	9	1	10
Playground Assistant.....	25	....	....	25
Evening School	18	13	....	31
Totals	365	420	125	910

NUMBER GIVEN ORAL EXAMINATIONS AND CERTIFICATES
GRANTED

	No. exam.	Granted		Denied	Laid over
		By ex.	By ind.		
Principal	1	1	....	....	....
Grade	215	109	105	1	....
Kindergarten	20	....	19	1	....
Substitute	64	....	63	....	1
Grammar Vice Principal.....	14	....	10	....	4
Grammar Head Asst. & 1st Asst.	50	....	46	....	4
Primary Vice Principal	4	....	4	....	....
Primary Head Assistant.....	20	....	12	....	8
Special—Binet	3	....	3	....	....
Asst. Supv'r Music.....	1	1	....	....	....
Art (Alternating Sch.).....	7	6	1	....	....
Domestic Art (Alternating Sch.)..	8	5	3	....	....
Music (Alternating Sch.)	5	3	....	2	....
Manual Training (Elementary)....	5	5	....	....	....
Physical Training (Elementary)...	8	....	7	....	1
Printing (Elementary).....	4	4	....	....	....
Vocational	2	....	2	....	....
Junior High School	20	....	20	....	....
Jr. H. S. Commercial	5	5	....	....	....
“ “ English	5	5	....	....	....
“ “ French	2	2	....	....	....
“ “ History	7	7	....	....	....
“ “ Latin	6	6	....	....	....
“ “ Mathematics	6	3	....	2	1
“ “ Stenography	6	5	....	....	1
Sr. H. S. English	11	9	....	2	....
“ “ French	7	5	....	1	1
“ “ Music	5	4	....	1	....
“ “ Physical Training.....	9	6	....	3	....
“ “ Pianist	2	2	....	....	....
Sr. H. S. Spanish	6	5	....	1	....
“ “ Stenography	2	2	....	....	....
Playground Assistant.....	25	....	25	....	....
Evening School	31	8	18	5	....
Totals	586	208	338	19	21

Certificates Renewed

Grade	4
Kindergarten	1
Special—Binet	1
Sr. H. S. Biology	1
“ “ Commercial	1
“ “ English	1
“ “ History	1
“ “ Mathematics	1
“ “ Mechanical Drawing	1
Total	12

TEXT BOOKS AND SUPPLIES

Two entire meetings and parts of three others were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

Text Books—	
High School—Recommended by principals, etc.....	54
“ “ “ “ publishers	72
Elementary—Recommended by principals, etc.....	51
“ “ “ “ publishers	112
Total text books.....	289
Maps (sets)	6
Supplies	32

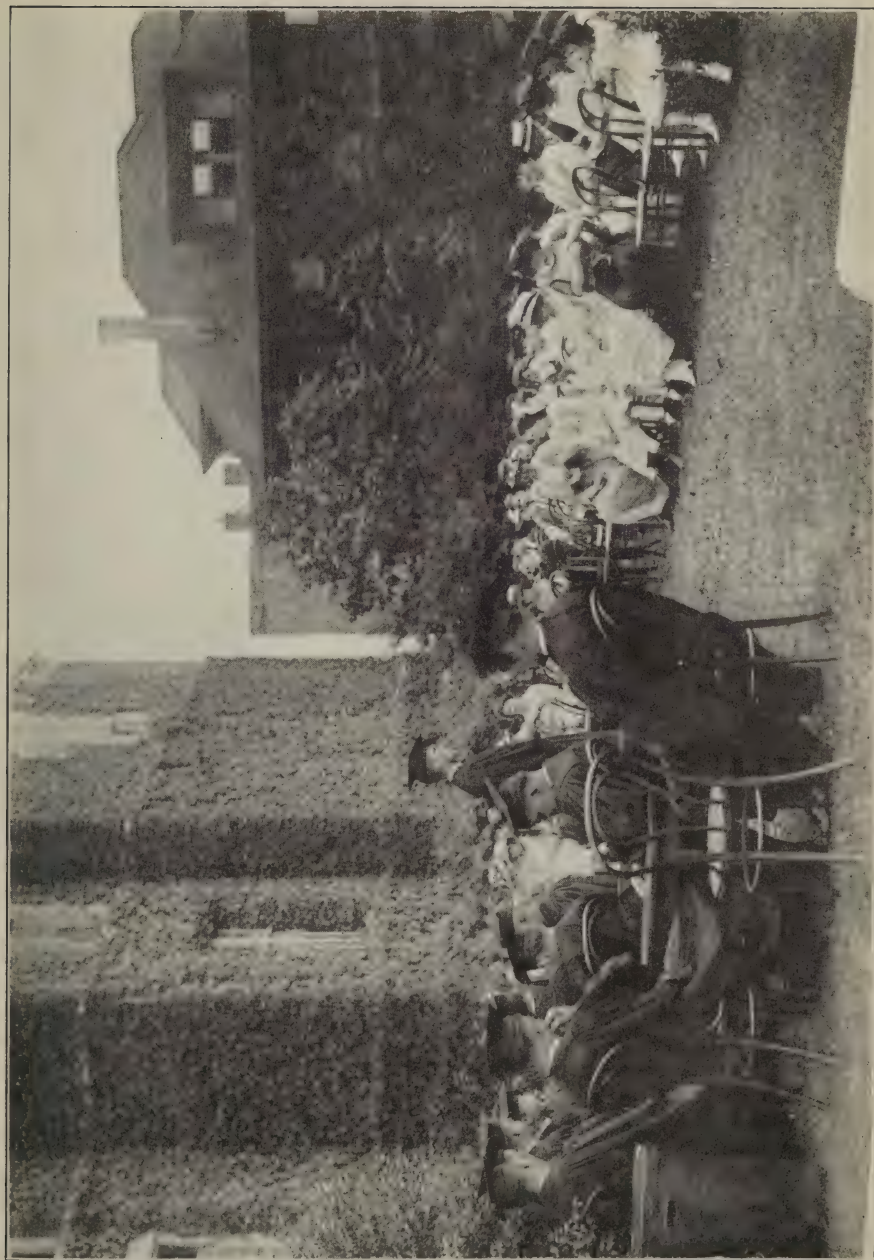
The following were recommended for addition to the approved list:

21 elementary text books for pupils' use
6 “ “ “ “ teachers' use
1 “ “ “ book transferred from pupils' use in grammar grades to circulating
4 “ “ “ books for teachers' use (1 copy to a school)
6 high school text books for pupils' use
1 “ “ “ “ “ teachers' use (1 set to a school)
1 outline map for high and elementary schools
4 items miscellaneous supplies
10 “ stationery and supplies

At the same time the following eliminations from the approved list were recommended:

14 elementary text books for pupils' use
6 “ “ “ “ teachers' use
6 “ “ “ “ from circulating list
9 high school text books for pupils' use
2 items general supplies

In addition to the above, lists of books for the libraries of the Central, East Side, and South Side High Schools were considered and their purchase recommended.



NEWARK JUNIOR COLLEGE CLASS DAY EXERCISES, JUNE, 1920

STATISTICS

Superintendent of Schools

GENERAL STATISTICS 1918-1919

Population of city (estimated).....	425,000
Number of separate school buildings.....	67

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED, AND ENROLLMENT

	No. of Schools (or Classes)	No. of Teachers Emp'd	Enrollment		
			Boys	Girls	Total
<i>Day Schools</i>					
Junior College.....	1	*	57	20	77
High (senior).....	4	247	2,576	2,474	5,050
Junior High (7th, 8th, 9th grades)	3	48	739	781	1,520
Elementary—grammar and primary	53	1,525	28,301	28,199	49,992
Elementary — kindergarten	52	139	5,642	5,299	17,449
Vocational	2	24	214	107	321
<i>Special—</i>					
Ungraded	3	7	98	.....	98
Binet (defective).....	5	28	240	110	350
Deaf	1	11	47	46	93
Blind (classes)	2	3	14	8	22
Open Window (classes)	12	12	153	188	341
Tubercular	1	2	36	32	68
Crippled (class).....	1	1	30	20	50
Weston Continuation (class)	1	1	30	.....	30
Speech Correction (centers)	4	2	†	†	†
Assistant Superintendents...	.....	5	.....	.....	.....
Supervisors .....	.....	23	.....	.....	.....
Totals		2,078	38,177	27,284	75,461

* Included with South Side High School teachers.

† Does not include those admitted from grammar school during year.

† Pupils enrolled in regular classes are sent to the speech correction centers for special instruction.

	No. of Schools (or Classes)	No. of Teachers Emp'd	Enrollment		
			Boys	Girls	Total
<i>Evening Schools</i>					
High	6	153	2,521	2,706	5,227
Elementary	16	135	2,997	1,948	4,945
Vocational	2	39	941	340	1,281
Gymnasiums	2	4	248	103	351
Deaf	1	6	8	48	56
Americanization (classes) ..	4	6	22	218	240
Supervisors	---	5	-----	-----	-----
Totals		348	6,737	5,363	12,100
<i>Summer Schools 1919</i>					
High (senior)	2	71	823	697	1,520
Junior High	3	27	290	298	588
Elementary	32	610	8,472	8,619	17,091
Supervisors	---	4	-----	-----	-----
Totals		712	9,585	9,614	19,199
<i>Playgrounds</i>	21	134	5,148	5,146	10,294
<i>All Year Schools</i> (summer ses- sion)	7	239	(not separated)		7,222
<i>After School Playgrounds</i>	7	-----	†1,155	†969	†2,124
<i>Social Centers</i>	4	*40	-----	-----	‡668

* Average number of workers per night—36 of these were paid and 4 were volunteer workers.

‡ Average attendance per night for year.

† Average daily attendance.

GENERAL STATISTICS

1919-1920

Population of city (United States Census)	415,609
Number of separate school buildings	67

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS
EMPLOYED, AND ENROLLMENT

	No. of Schools (or Classes)	No. of Teachers Emp'd	Enrollment		
			Boys	Girls	Total
<i>Day Schools</i>					
Junior College	1	8	111	44	155
High (senior)	4	248	2,791	2,581	‡5,372
Junior High (7th, 8th, 9th grades)	3	49	785	805	1,590
Elementary—grammar and primary	53	1,541	28,636	28,368	57,004
Elementary — kindergarten	52	136	5,436	5,152	10,588
Vocational	2	24	253	112	365
Special—					
Ungraded	3	7	100	-----	100
Binet	5	31	279	132	411
Deaf	1	12	43	46	89
Blind (classes)	2	3	16	10	26

	No. of Schools (or Classes)	No. of Teachers Emp'd	Enrollment		
			Boys	Girls	Total
Open Window (classes)	12	12	139	161	300
Tubercular	1	2	24	29	53
Speech Correction (centers)	4	2	†	†	†
Crippled (class)	1	1	46	27	73
Weston Continuation (class)	1	1	23	.....	23
Assistant Superintendents....	....	3	.....	.....	.....
Supervisors .....	....	24	.....	.....	.....
Totals		2,104	38,682	37,467	76,149

† Pupils enrolled in regular classes are sent to speech correction centers for special instruction.

‡ Does not include those admitted from grammar school during year.

Evening Schools

High	6	150	3,517	2,005	5,522
Elementary	17	150	2,512	2,574	5,086
Vocational	2	41	1,231	443	1,674
Gymnasiums	2	4	241	115	356
Deaf	1	6	19	30	49
Americanization Classes.....	3	3	.....	79	79
Supervisors .....	....	5	.....	.....	.....
Totals		359	7,520	5,246	12,766

Summer Schools 1920

High (senior)	1	43	584	393	977
Junior High	2	18	104	89	193
Elementary	29	497	6,824	6,732	13,556
Supervisors .....	....	4	.....	.....	.....
Totals	32	562	7,512	7,214	14,726

All Year Schools (sum. ses.)

High	1	66	.....	.....	1,142
Junior High	1	17	.....	.....	455
Elementary	8	310	.....	.....	9,568
Vocational	1	13	.....	.....	198
Special	2	13	.....	.....	85
Totals	13	409	(not separated)		11,448

Playgr'ds—July 12-Aug. 27, '20

Summer	14	96	4,347	4,367	*8,714
After School	4	8	967	954	*1,921
All Year	5	8	767	651	*1,418

Playgr'ds—Sept. 1, '19-July 10, '20

After School	8	.....	1,272	1,073	*2,345
All Year	7	11	819	697	*1,516
Social Centers	4	‡38	.....	.....	‡577

* Average daily attendance.

‡ Average number of workers per night—36 were paid and 2 were volunteer workers.

† Average attendance per night for year.

ENROLLMENT, ATTENDANCE, ETC.

DAY SCHOOLS 1918-1919

Total enrollment.....	75,461
Average enrollment	65,112
Average attendance	58,043
Per cent. of attendance.....	89.1
Number of days schools were actually in session	180½

Total number of days present—

Males	5,397,539
Females	5,287,466

All pupils.....*10,685,005

Total number of days absent—

Males	645,205½
Females	655,540

All pupils.....*1,300,745½

Average number of days present—all pupils..... 141.5

Average number of days absent—all pupils..... 17.2

Number of pupils who have neither been absent nor tardy during the year..... 1,129

Number of sessions truant..... 21,061

Total number of cases of tardiness..... 83,664

Total attendance allowed by State—

Day schools.....	10,685,835½
Evening schools	175,142
Summer schools	259,169½
Quarantine	42,700
Allowance	975,522

Total allowance..... 12,138,369

* Includes days present and days absent in all year schools for July and August.

ENROLLMENT, ATTENDANCE, ETC.

DAY SCHOOLS 1919-1920

Total enrollment.....	76,149
Average enrollment	65,657
Average attendance	58,887
Per cent. of attendance.....	89.6
Number of days schools were actually in session	194½

Total number of days present—

Males	5,940,934½
Females	5,710,005½

All pupils.....*11,650,940

Total number of days absent—

Males	657,861½
Females	681,119

All pupils

Average number of days present—all pupils... 153.0

Average number of days absent—all pupils... 17.5

Number of pupils who have neither been absent nor tardy during the year..... 1,075

Number of sessions truant..... 21,927

Total number of cases of tardiness..... 96,442

Total attendance allowed by State—

Day schools.....	11,650,798
Evening schools	210,690½
Summer schools.....	263,768
Quarantine	50,167½
Allowance	91,957

Total allowance 12,267,381

* Includes days present and days absent in all year schools for July and August.

Comparison of Population with School Enrollment

Year	Census	Population	School Enrollment	Per Cent.
1895	State	215,807	29,767	13.8
1900	U. S.	246,070	34,761	14.1
1905	State	283,289	46,960	16.5
1910	U. S.	347,469	57,742	16.6
1915	State	366,728	69,994	19.0
1916	Estimated	380,000	72,173	19.0
1917	Estimated	400,000	73,110	18.3
1918	Estimated	425,000	75,222	17.7
1919	Estimated	425,000	75,461	17.8
1920	U. S.	415,609	76,149	18.3

Total Enrollment, Average Enrollment, and Average Attendance for the Past Five Years

Year	Total Enrollment	Average Enrollment	Average Attendance
1916.....	72,173	62,722	57,096
1917.....	73,110	62,950	57,656
1918.....	75,222	64,224	57,211
1919.....	75,461	65,112	58,043
1920.....	76,149	65,657	58,887

Annual Increase in Enrollment and in Attendance for the Past Five Years

Year	Total Enrollment	Average Enrollment	Average Attendance
1916.....	2,179	1,639	762
1917.....	937	228	560
1918.....	2,112	1,274	445
1919.....	239	888	832
1920.....	688	545	844

Enrollment by Grades Compared with 1917-1918

Year	Junior College	*High Schools	Junior High Schools	Grammar Grades	Primary Grades	Kinder-garten	Special
1919.....	77	5,050	1,520	22,232	34,268	10,941	1,373
1918.....	...	5,270	1,439	21,458	34,682	10,976	1,397
Increase.	77		81	774			
Decrease		220			414	35	24

Enrollment by Grades Compared with 1918-1919

Year	Junior College	*High Schools	Junior High Schools	Grammar Grades	Primary Grades	Kinder-garten	Special
1920.....	155	5,372	1,590	21,875	35,129	10,588	1,440
1919.....	77	5,050	1,520	22,232	34,268	10,941	1,373
Increase.	78	322	70		861		67
Decrease				357		353	

* Does not include pupils admitted from grammar school during year.

Age, Sex and Number of Pupils Enrolled
1918-1919

AGE	Males	Females	Total	Per Cent. of Total Enrollment
4 to 5.....	2,195	2,022	4,217	5.59
5 " 6.....	3,540	3,446	6,986	9.26
6 " 7.....	3,828	3,724	7,552	10.01
7 " 8.....	3,771	3,799	7,570	10.03
8 " 9.....	3,775	3,724	7,499	9.94
9 " 10.....	3,509	3,514	7,023	9.30
10 " 11.....	3,539	3,488	7,027	9.31
11 " 12.....	3,328	3,433	6,761	8.96
12 " 13.....	3,177	3,182	6,359	8.43
13 " 14.....	3,112	2,924	6,036	8.00
14 " 15.....	2,062	1,975	4,037	5.35
15 " 16.....	1,124	1,051	2,175	2.88
16 " 17.....	546	571	1,117	1.48
17 " 18.....	358	248	606	.80
18 " 19.....	166	128	294	.39
19 " 20.....	89	32	121	.16
Over 20.....	58	23	81	.11
Totals.....	38,177	37,284	75,461	100.

Age, Sex and Number of Pupils Enrolled
1919-1920

AGE	Males	Females	Total	Per Cent. of Total Enrollment
4 to 5.....	2,016	1,944	3,960	5.2
5 " 6.....	3,517	3,294	6,811	8.94
6 " 7.....	4,108	3,984	8,042	10.56
7 " 8.....	3,669	3,689	7,358	9.66
8 " 9.....	3,650	3,813	7,463	9.80
9 " 10.....	3,599	3,576	7,175	9.42
10 " 11.....	3,453	3,376	6,829	8.97
11 " 12.....	3,519	3,459	6,978	9.16
12 " 13.....	3,300	3,313	6,613	8.69
13 " 14.....	3,055	2,942	5,997	7.88
14 " 15.....	2,297	1,985	4,282	5.62
15 " 16.....	1,214	1,182	2,346	3.08
16 " 17.....	589	566	1,155	1.52
17 " 18.....	319	298	617	.81
18 " 19.....	225	100	325	.43
19 " 20.....	94	30	124	.16
Over 20.....	58	10	74	.10
Totals.....	38,682	37,467	76,149	100.

Distribution of Pupils by Grades for Last Five Years

(Based on average monthly enrollment and on total enrollment for 1920)

GRADE	1916	1917	1918	1919	1920	
					Average Enrollment	Total Enrollment
Junior College.....	.....	.....	.....	61	109	155
Senior High.....	4,949	5,118	4,781	4,731	5,041	5,372
Junior High (9th grade).....	.....	.....	383	364	360	394
Eighth.....	3,411	3,606	3,603	3,566	3,746	3,856
Seventh.....	4,397	4,473	4,455	4,687	4,911	5,287
Sixth.....	5,591	5,599	5,759	5,919	6,132	6,373
Fifth.....	6,833	6,833	7,010	7,183	6,968	7,555
Fourth.....	7,348	7,082	7,217	6,919	6,919	7,465
Third.....	7,272	7,361	7,231	7,194	7,167	7,804
Second.....	7,564	7,363	7,600	7,771	7,813	8,855
First.....	8,161	8,620	8,770	9,050	9,056	11,005
Kindergarten.....	6,690	6,483	6,764	6,786	6,439	10,588
Ungraded.....	109	96	98	169	170	100
Industrial.....	269	269	282	237	254	365
Binet.....	301	305	375	379	456	411
Deaf.....	72	77	80	88	84	89
Blind.....	16	16	18	21	21	26
Open Air.....	218	326	369	391	375	353
Crippled.....	29	25	23	21	27	73
Co-operative.....	8	35	37	.....	.....	.....
Weston Continuation.....	.....	.....	26	20	14	23
Total.....	63,238	63,687	64,881	65,557	66,052	76,149

*Per Cent. of Total Average Monthly Enrollment for Last
Five Years and Total Enrollment for 1919-1920*

GRADE	1916	1917	1918	1919	1920	
					Average Enrollment	Total Enrollment
Junior College.....				.09	.17	.20
Senior High.....	7.83	8.04	7.87	7.21	7.63	7.06
Junior High (9th grade).....			.59	.56	.55	.51
Eighth.....	5.39	5.66	5.55	5.44	5.67	5.06
Seventh.....	6.95	7.02	6.87	7.26	7.44	6.95
Sixth.....	8.84	8.79	8.88	9.13	9.28	8.87
Fifth.....	10.81	10.73	10.81	10.96	10.53	9.92
Fourth.....	11.62	11.12	11.11	10.17	10.48	9.80
Third.....	11.50	11.56	11.15	10.99	10.85	10.25
Second.....	11.96	11.56	11.71	11.86	11.82	11.63
First.....	12.91	13.53	13.52	13.81	13.72	14.45
Kindergarten.....	10.58	10.18	10.43	10.46	9.74	13.91
Ungraded.....	.17	.15	.14	.27	.26	.13
Industrial.....	.43	.42	.43	.37	.38	.48
Binet.....	.47	.48	.58	.58	.69	.54
Deaf.....	.11	.12	.12	.12	.13	.12
Blind.....	.03	.03	.03	.04	.03	.03
Open Air.....	.34	.51	.57	.60	.57	.46
Crippled.....	.05	.04	.04	.04	.04	.10
Co-operative.....	.01	.06	.06			
Weston Continuation.....			.04	.04	.02	.03
Total.....	100.	100.	100.	100.	100.	100.

HIGH SCHOOLS

*Statistics of Enrollment and Attendance of High School
Pupils for the Last Ten Years*

Year	*Total Enrollment	In-crease	Average Enrollment	In-crease	Average Attendance	In-crease
1911.....	2,922	268	2,202	115	2,062	108
1912.....	3,269	647	2,514	312	2,358	296
1913.....	3,910	641	3,053	539	2,832	474
1914.....	4,579	669	3,473	420	3,245	413
1915.....	5,441	862	4,291	818	4,035	790
1916.....	6,461	1,020	4,963	672	4,638	603
1917.....	6,551	90	5,129	166	4,790	152
1918.....	6,424	127	5,167	48	4,791	1
1919.....	6,775	351	5,103	†64	4,716	†75
1920.....	7,115	340	5,401	298	5,006	290

* Includes pupils admitted from grammar schools during year and the 9th year pupils in junior high schools beginning with 1918.

† Decrease.

Per Cent. of Increase in High School Enrollment

	Enrollment	Per Cent. of Increase
1912.....	3,269	11.9
1913.....	3,910	19.6
1914.....	4,579	17.1
1915.....	5,441	18.8
1916.....	6,461	18.7
1917.....	6,551	1.4
1918.....	6,424	1.9
1919.....	6,775	5.2
1920.....	7,115	5.

Distribution by Grades, Including Ninth Grade of Junior High Schools, 1918-1919

Grade	Males	Females	*Total	Increase over 1918	Per Cent. of Total Enrollment
First year.....	1,817	1,629	‡3,446	323	50.9
Second year.....	805	864	1,669	168	24.6
Third year.....	425	430	855	†170	12.6
Fourth year.....	422	383	805	30	11.9
Total.....	3,469	3,306	6,775	351	100

* Includes pupils admitted from grammar schools during year and the 9th year in junior high schools beginning with 1918.

† Decrease.

‡ Of these 263 males, 354 females were enrolled in the three junior high schools.

Distribution by Grades, Including Ninth Grade of Junior High Schools, 1919-1920

Grade	Males	Females	*Total	Increase over 1919	Per Cent. of Total Enrollment
First year.....	1,783	1,808	*3,591	145	50.4
Second year.....	898	836	1,734	65	24.4
Third year.....	594	486	1,080	225	15.2
Fourth year.....	366	344	710	†95	10.0
Total.....	3,641	3,474	7,115	340	100

* Of these 279 boys, 333 girls were enrolled in the three junior high schools.

† Decrease.

‡ Includes pupils admitted from grammar schools during year and 9th year pupils in junior high schools since 1918.

*Distribution by Grades Junior High Schools 1918-1919
Compared with 1917-1918*

	7th and 8th Grades		9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
1918-19.....	590	582	149	199	739	781
1917-18.....	524	547	138	230	662	777
Increase.....	66	35	11		77	4
Decrease.....				31		

*Distribution by Grades Junior High Schools 1919-1920
Compared with 1918-1919*

	7th and 8th Grades		9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
1919-20.....	602	594	183	211	785	805
1918-19.....	590	582	149	199	739	781
Increase.....	12	12	34	12	46	24

*Statistics of Grammar School Graduates for the Last
Ten Years*

Year	Grammar School Enrollment	Number Graduated	Per Cent. Graduated	Entered High School	Per Cent. Entered High School
1911.....	15,408	1,869	12.1	1,118	59.8
1912.....	16,948	2,286	13.4	1,268	56.4
1913.....	18,583	2,375	13.	1,579	66.4
1914.....	19,465	2,805	14.4	1,805	64.3
1915.....	21,216	3,234	15.2	2,203	68.1
1916.....	22,154	3,392	15.3	2,484	73.2
1917.....	22,657	3,106	13.7	2,349	75.6
1918.....	*23,143	†3,349	14.5	1,858	55.5
1919.....	*23,404	†3,265	14.	2,243	68.7
1920.....	*23,071	†3,671	15.9	2,393	65.1

* Includes pupils enrolled in 7th and 8th grades of junior high schools.

† Includes pupils graduated from all-year schools in August.

High School Graduates

Year	College Prepara- tory Course	Com- mercial Course	General Course	Home Eco- nomics Tech- nical Course	Arts Course	Total	Per Cent. of Total Enrollment Graduated
1911.....	87	1	121	7	....	216	7.4
1912.....	121	20	118	4	....	263	8.0
1913.....	110	17	174	12	....	313	8.0
1914.....	112	30	202	20	....	364	7.9
1915.....	121	39	239	28	....	427	7.8
1916.....	111	93	244	35	2	485	7.5
1917.....	126	63	270	27	3	489	7.5
1918.....	101	26	179	11	11	328	5.1
1919.....	201	60	240	13	31	545	8.0
1920*.....	180	99	232	39	35	685	9.6

* Includes pupils graduated from all-year high school in August.

*Statistics of Enrollment of Grammar School Pupils
for the Last Ten Years*

Year	Grammar School Enrollment	Enrollment Seventh Grade	Enrollment Eighth Grade	Increase Seventh Grade	Increase Eighth Grade
1911.....	15,408	2,985	2,191	354	210
1912.....	16,948	3,216	2,519	231	328
1913.....	18,261	3,517	2,649	301	130
1914.....	19,282	3,723	2,861	206	212
1915.....	20,869	3,994	3,349	271	488
1916.....	21,725	4,378	3,292	384	*57
1917.....	22,122	4,503	3,478	125	186
1918.....	21,458	4,342	3,599	*161	121
1919.....	23,404	4,809	3,561	467	*38
1920.....	23,071	5,287	3,856	478	295

* Decrease.

SPEECH CORRECTION, 1919-1920

	Robert Treat	Lafay- ette	Center		
			Belmont	Moses Bigelow	Total
No. from home school.....	50	119	78	76	323
No. from other schools.....	32	6	18	3	59
No. from other sources.....	1	.....	.....	.....	1
On roll during year.....	83	125	96	79	383
No. of schools represented.....	17	5	7	3	32
No. left for various causes.....	16	20	14	7	57
No. remaining for correction..	67	105	82	72	326
No. corrected of those remain- ing for correction.....	34	72	50	45	201
No. still on roll of those re- maining for correction.....	33	33	32	27	125
Pathological cases improved..	11	9	5	8	33
Psychological cases improved	33	33	32	27	125

AVERAGE NUMBER OF PUPILS PER CLASS AND KINDERGARTEN
STATISTICS 1918-1919

SCHOOL	Grammar and Primary				Kindergarten			
	No. of Classes	Average Enrollment	Average Attendance	Pupils Per Class	No. of Teachers	Enrollment	Average Enrollment	Average Attendance
Abington Avenue.....	30	1,136	1,023	38	4	345	176	145
Alexander Street.....	19	693	630	36	2	121	82	59
Avon Avenue.....	33	1,317	1,199	40	3	245	154	130
Belmont Avenue.....	40	1,444	1,293	36	4	301	168	133
Bergen Street.....	36	1,401	1,268	39	3	196	123	87
Berkeley.....	23	902	802	39	2	121	79	57
Bruce Street.....	4	174	155	44	2	133	85	68
Burnet.....	31	1,227	1,065	40	2	207	131	95
Camden Street.....	22	905	831	41	4	297	197	163
Carteret.....	27	1,076	974	40	4	299	195	170
Central Avenue.....	31	1,271	1,156	41	2	135	88	72
Charlton Street.....	52	1,211	1,099	38	5	340	208	158
Chestnut Street.....	19	754	662	40	2	152	76	55
Cleveland (Kdg.-6th gr.).....	32	1,283	1,159	40	3	284	160	135
Dayton.....	2	57	49	29				
Eliot.....	23	940	827	41	2	194	120	94
Elizabeth Avenue.....	5	190	170	38	1	87	64	52
Fourteenth Avenue.....	24	1,019	919	42	3	210	150	114
Franklin.....	38	1,569	1,420	41	4	316	201	188
Garfield.....	29	1,099	971	34	2	214	122	96
Hamilton (Miller Street).....	33	1,332	1,186	40	2	156	91	68
Hawkins Street.....	15	566	519	38	2	154	90	72
Hawthorne.....	29	1,017	899	35	2	137	76	60
John Catlin.....	43	1,652	1,467	39	3	286	178	148
J. E. Haynes.....	37	1,458	1,328	39	4	232	158	127
Lafayette.....	48	1,736	1,475	36	4	451	188	151
Lawrence Street.....	5	204	186	41	2	89	54	48
Lincoln.....	13	484	433	37	1	96	52	38
Madison (Kdg.-6th gr.).....	26	998	875	38	2	159	86	64
McKinley.....	53	2,001	1,851	38	8	613	347	296
Milford.....	28	1,074	976	38	3	224	142	116
Monmouth Street.....	23	904	825	39	3	211	137	109
Monteith (Hamburg Pl.).....	34	1,362	1,197	39	3	298	188	162
Montgomery.....	19	724	656	38	3	201	137	96
Moses Bigelow.....	36	1,402	1,257	39	3	257	162	122
Newton.....	39	1,460	1,299	37	5	471	258	218
Ridge.....	14	588	532	42	1	96	54	41
Robert Treat (Kdg.-6th g.).....	43	1,638	1,473	38	4	284	176	145
Roseville Avenue.....	10	369	327	37	1	91	52	38
South Street.....	20	792	698	40	3	229	133	113
South Eighth Street.....	31	1,185	1,087	38	3	185	103	84
South Market Street.....	14	465	430	33	2	127	68	60
South Tenth Street.....	21	800	746	38	2	132	84	68
Speedway Avenue.....	7	284	255	41	2	121	74	58
Summer Avenue.....	17	680	604	40	1	79	41	32
Summer Place.....	7	302	256	43	1	91	47	35
Sussex Avenue.....	20	835	732	42	2	142	96	60
Walnut Street.....	6	208	183	35	2	176	98	79
Warren Street.....	21	829	781	39	3	258	163	147
Washington Street.....	19	727	662	38	1	121	59	47
Waverly Avenue.....	15	549	495	37	2	127	80	59
Webster.....	28	1,032	962	37	3	234	140	122
West Side.....	36	1,299	1,190	36	3	216	128	95
All Schools.....	1,310	51,016	45,849	39	140	10,941	6,517	5,249

AVERAGE NUMBER OF PUPILS PER CLASS AND KINDERGARTEN
STATISTICS 1919-1920

SCHOOL	Grammar and Primary				Kindergarten			
	No. of Classes	Average Enrollment	Average Attendance	Pupils Per Class	No. of Teachers	Enrollment	Average Enrollment	Average Attendance
Abington Avenue.....	32	1,191	1,073	37	4	347	178	147
Alexander Street.....	18	618	634	34	2	105	70	54
Avon Avenue.....	33	1,343	1,225	40	3	228	132	112
Belmont Avenue.....	40	1,399	1,248	45	3	326	163	130
Bergen Street.....	37	1,450	1,325	39	3	180	109	80
Berkeley.....	23	896	806	39	2	129	88	64
Bruce Street.....	4	154	136	39	2	120	73	60
Burnet.....	30	1,198	1,038	40	2	193	58	40
Camden Street.....	22	902	824	41	4	298	194	163
Carteret.....	30	1,141	1,048	38	3	245	170	146
Central Avenue.....	35	1,416	1,287	40	2	159	116	95
Charlton Street.....	32	1,177	1,071	37	5	303	191	157
Chestnut Street.....	20	773	684	39	2	151	78	58
Cleveland (Kindergarten-6)	31	1,221	1,102	39	3	304	147	121
Dayton.....	2	59	53	30				
Eliot.....	23	924	822	40	2	188	118	91
Elizabeth Avenue.....	5	202	175	40	1	104	66	53
Fourteenth Avenue.....	24	1,048	965	44	3	236	163	122
Franklin.....	40	1,631	1,525	41	4	280	202	177
Garfield.....	28	1,055	953	38	2	184	111	86
Hamilton (Miller Street).....	34	1,345	1,206	40	2	143	88	63
Hawkins Street.....	15	580	533	39	2	143	82	68
Hawthorne.....	28	1,038	939	37	2	143	82	67
John Catlin.....	43	1,678	1,506	39	3	284	159	124
Joseph E. Haynes.....	37	1,433	1,309	38	4	258	152	120
Lafayette.....	50	1,794	1,538	36	4	414	186	149
Lawrence Street.....	5	192	173	38	1	82	52	45
Lincoln.....	13	492	441	38	1	79	45	32
Madison (Kindergarten-6).....	26	990	878	38	2	147	89	62
McKinley.....	55	2,031	1,907	37	7	627	298	260
Milford.....	29	1,105	1,001	38	3	211	127	101
Monmouth Street.....	23	886	813	39	3	193	134	106
Monteith.....	35	1,370	1,204	39	3	304	160	141
Montgomery.....	19	706	647	37	3	210	126	93
Moses Bigelow.....	37	1,483	1,346	40	3	250	184	132
Newton.....	39	1,444	1,291	37	5	440	236	199
Ridge.....	15	603	548	40	1	79	44	30
Robert Treat (Kdgn.-6).....	43	1,667	1,502	39	4	282	163	130
Roseville Avenue.....	9	341	309	38	1	86	49	37
South Street.....	21	850	756	40	3	242	146	121
South Eighth Street.....	31	1,170	1,077	38	3	150	80	63
South Market Street.....	14	519	480	37	2	127	78	69
South Tenth Street.....	21	788	728	38	2	129	84	66
Speedway Avenue.....	7	265	244	38	2	111	64	49
Summer Avenue.....	18	733	642	41	1	79	42	32
Summer Place.....	7	312	275	45	1	83	50	37
Sussex Avenue.....	20	819	719	41	2	140	91	58
Walnut Street.....	6	200	178	33	2	176	118	94
Warren Street.....	19	735	686	39	3	234	147	131
Washington Street.....	19	685	623	36	1	119	67	55
Waverly Avenue.....	13	553	489	43	2	114	34	27
Webster.....	29	1,111	1,038	38	3	239	147	127
West Side.....	34	1,266	1,163	37	3	185	107	82
All Schools.....	1,323	50,982	46,183	38.5	136	11,071	6,138	4,923

PROMOTIONS AND NON-PROMOTIONS IN ELEMENTARY SCHOOLS

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Grades, for Term Ending
January, '31, 1919*

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,420	2	1,311	107	7	.....	3	92.2	92.3	3
8B.....	1,612	1	1,392	219	22	7	5	86.1	87.4	5
7A.....	1,555	6	1,329	220	23	4	12	85.	86.6	9
7B.....	2,269	7	1,886	376	16	9	4	83.3	84.	13
6A.....	2,152	17	1,834	301	53	23	25	85.	87.4	22
6B.....	2,773	31	2,260	482	32	11	10	82.3	83.4	22
5A.....	2,654	11	2,208	435	26	8	8	83.3	84.3	26
5B.....	3,344	2	2,642	700	26	22	16	78.7	79.7	29
4A.....	2,752	50	2,248	454	41	7	15	83.	84.4	33
4B.....	3,098	92	2,475	531	77	18	29	82.	84.5	37
3A.....	2,830	56	2,291	483	66	18	20	82.7	85.	26
3B.....	3,162	78	2,520	564	47	37	21	81.7	83.1	41
2A.....	2,829	8	2,357	464	47	12	17	83.	84.7	52
2B.....	3,632	49	2,923	660	30	23	23	81.1	81.9	52
1A.....	2,944	40	2,369	535	23	6	30	80.4	81.1	93
1B.....	4,693	1	3,495	1,197	5	23	11	74.4	74.7	103
Total.....	43,719	451	35,540	7,728	541	228	249	81.8	83.	566
*Kindergarten	5,989	.....	2,267	3,722	.....	6	.....	37.9	37.9	184

* Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is 75.8 and 75.8.

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Grades, for Term Ending
June 27, 1919*

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,469	4	1,374	91	11	.....	7	93.3	94.1	1
8B.....	1,501	16	1,300	185	21	12	4	87.4	88.8	12
7A.....	1,884	28	1,623	233	12	10	10	87.1	87.8	27
7B.....	2,226	156	1,744	326	62	18	16	84.8	87.5	18
6A.....	2,482	200	1,967	315	20	32	4	87.3	88.1	37
6B.....	2,454	184	1,873	397	35	19	15	83.3	84.7	61
5A.....	3,097	264	2,461	372	74	44	14	87.7	90.0	39
5B.....	2,923	325	2,142	456	44	41	18	84.0	85.5	62
4A.....	2,838	338	2,133	367	74	49	11	80.0	82.5	31
4B.....	2,860	299	2,143	418	131	77	11	85.3	89.8	34
3A.....	2,859	220	2,236	403	93	32	15	85.5	88.7	60
3B.....	2,808	307	2,066	435	98	49	7	88.0	91.7	40
2A.....	3,226	262	2,549	415	72	50	13	86.9	89.1	57
2B.....	3,038	322	2,270	446	92	45	13	85.1	88.1	81
1A.....	3,745	324	3,001	420	60	65	16	88.6	90.1	61
1B.....	3,317	12	2,512	793	10	21	8	76.0	76.3	124
Total.....	42,727	3,261	33,394	6,072	909	564	182	85.5	87.6	745
*Kindergarten	5,135	.....	2,519	2,616	.....	10	.....	49.1	49.1	272

* Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is 98.2 and 98.2.

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Grades, for Term Ending
January 31, 1920*

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,322	15	1,258	63	14	.....	4	94.9	95.9	.....
8B.....	1,514	28	1,376	134	24	17	11	90.5	92.0	2
7A.....	1,608	46	1,403	198	39	18	11	87.1	89.5	22
7B.....	2,124	102	1,791	285	54	14	9	86.2	88.7	16
6A.....	1,957	152	1,639	221	55	17	9	88.3	91.1	17
6B.....	2,595	196	2,021	439	61	25	22	82.4	84.7	31
5A.....	2,488	229	1,976	354	71	31	13	85.4	88.2	16
5B.....	2,877	309	2,181	438	51	26	19	84.2	86.0	46
4A.....	2,539	291	2,070	277	99	35	16	88.6	92.4	13
4B.....	2,714	172	2,192	374	24	28	23	85.5	86.3	20
3A.....	2,515	268	2,037	320	110	15	18	86.6	90.9	23
3B.....	2,954	257	2,436	366	105	38	16	87.2	90.4	37
2A.....	2,553	274	2,027	354	102	27	19	85.5	89.4	38
2B.....	3,205	179	2,644	444	62	23	13	85.8	87.7	45
1A.....	2,769	238	2,132	455	56	28	20	83.0	85.0	70
1B.....	4,095	.....	3,099	996	.....	18	8	75.3	75.3	22
Total.....	39,829	2,756	32,282	5,718	927	360	231	85.1	87.5	518
*Kindergarten	5,211	1	1,905	3,305	.....	1	1	36.5	36.5	179

* Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is 73 and 73.

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Grades, for Term Ending
June 30, 1920*

GRADE	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
8A.....	1,445	23	1,390	53	21	5	3	96.1	97.5	.....
8B.....	1,424	50	1,214	173	13	25	7	87.5	88.4	1
7A.....	1,848	78	1,532	281	43	19	3	84.8	87.0	18
7B.....	1,841	116	1,504	294	73	9	.....	84.1	88.0	25
6A.....	2,282	161	1,952	258	89	23	4	92.9	96.8	18
6B.....	2,354	173	1,897	331	47	28	16	81.2	83.2	21
5A.....	2,615	197	2,205	254	41	28	11	82.4	83.9	9
5B.....	2,678	373	2,050	358	103	38	11	86.0	89.8	27
4A.....	2,676	264	2,262	286	136	28	11	89.0	94.0	10
4B.....	2,497	215	2,078	324	120	39	11	86.7	91.5	29
3A.....	2,887	288	2,359	339	99	48	16	87.9	91.2	22
3B.....	2,440	280	1,970	316	126	48	10	86.9	92.0	23
2A.....	2,978	226	2,482	347	77	45	13	88.0	90.6	23
2B.....	2,767	375	2,230	322	160	40	16	87.9	93.6	46
1A.....	3,289	127	2,737	478	53	83	14	85.4	87.0	78
1B.....	2,927	15	2,188	729	5	15	12	74.7	74.9	166
Total.....	38,948	2,961	32,050	5,143	1,206	521	158	86.5	89.6	516
*Kindergarten	4,392	.....	2,182	2,210	.....	7	3	49.7	49.7	351

* Kindergarten course two years; hence, promotion percentages, to be equalized, should be doubled, that is 99.4 and 99.4.

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Schools, for Term Ending
January 31, 1919*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Pro- moted Last Day of Term	Number of These (1) Not Pro- moted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander Street.....	815	10	651	154	9	4	.....	87.2	83.3	4
Avon Avenue.....	1,476	.....	1,241	235	.....	.....	.....	84.2	84.2	.....
Bergen Street.....	1,565	.....	1,222	343	1	4	1	78.1	78.1	16
Berkeley.....	999	22	832	145	11	1	.....	85.	86.	3
Bruce Street.....	273	.....	178	95	.....	.....	.....	65.2	65.2	1
Burnet.....	1,358	.....	951	407	12	1	25	68.1	69.1	61
Camden Street.....	1,091	8	726	357	42	.....	4	66.9	71.3	17
Carteret.....	1,289	1	954	334	1	2	.....	74.2	74.3	14
Central Avenue.....	1,366	.....	1,141	225	30	4	1	83.5	85.7	14
Charlton Street.....	1,421	.....	1,203	218	61	30	11	84.2	88.4	11
Chestnut Street.....	831	.....	542	289	17	4	10	64.3	66.3	25
Cleveland (Kdg.-8th).....	1,942	83	1,352	507	15	32	3	74.6	75.4	11
Dayton.....	58	.....	58	.....	.....	.....	.....	100.	100.	.....
Eliot.....	1,079	.....	830	249	11	2	4	76.6	77.7	9
Elizabeth Avenue.....	265	.....	171	94	.....	.....	6	64.5	64.5	15
Fourteenth Avenue.....	1,204	.....	974	230	4	5	2	80.9	81.1	3
Franklin.....	1,790	.....	1,333	457	.....	.....	.....	74.1	74.1	74
Garfield.....	1,234	12	1,015	207	12	12	12	82.4	83.4	19
Hamilton.....	1,444	.....	1,045	399	3	30	3	72.7	72.7	24
Hawkins Street.....	670	4	484	182	4	.....	7	73.	72.	.....
Hawthorne.....	1,109	.....	889	220	.....	.....	3	80.1	79.8	19
John Catlin.....	1,858	.....	1,393	465	.....	.....	3	74.8	74.8	63
Joseph E. Haynes.....	1,646	43	1,118	485	1	1	25	69.2	70.8	8
Lawrence Street.....	256	.....	175	81	2	3	1	69.3	69.3	.....
Lincoln.....	538	8	429	101	13	1	4	80.5	82.1	.....
Madison (Kdg.-8th).....	1,404	.....	1,265	139	4	19	8	89.6	89.9	8
Milford.....	1,217	2	945	270	2	.....	4	77.6	77.6	42
Monmouth Street.....	1,045	.....	858	187	2	4	9	81.2	81.4	12
Monteith.....	1,578	.....	1,173	405	1	1	4	73.2	74.1	9
Montgomery.....	892	.....	697	195	32	.....	.....	78.	81.	5
Moses Bigelow.....	1,580	.....	1,296	284	.....	3	3	81.8	81.8	10
Ridge.....	662	.....	573	89	32	14	.....	86.6	91.2	.....
Robert Treat (Kdg.-8).....	2,213	120	1,641	452	13	.....	9	79.1	79.7	34
Roseville Avenue.....	456	.....	335	121	2	5	2	72.9	73.4	.....
South Street.....	918	45	426	447	12	10	8	52.0	53.3	61
South Eighth Street.....	1,318	22	1,022	274	30	3	3	79.7	81.9	13
South Market Street.....	516	1	433	82	1	.....	2	84.5	84.5	.....
South Tenth Street.....	891	22	653	216	.....	4	3	76.	76.	19
Speedway Avenue.....	366	10	264	92	10	.....	2	74.1	76.8	1
Summer Avenue.....	743	1	585	157	.....	6	19	76.5	76.5	19
Summer Place.....	363	.....	280	83	1	1	.....	77.3	77.7	.....
Sussex Avenue.....	943	.....	626	317	5	2	10	65.4	65.9	26
Warren Street.....	906	6	753	237	6	6	2	76.	76.6	.....
Washington Street.....	792	.....	638	154	18	4	11	81.2	83.6	23
Waverly Avenue.....	621	4	518	99	4	2	2	83.7	83.8	14
Webster.....	1,175	27	769	379	20	12	19	66.3	68.	27
West Side.....	1,442	.....	1,150	292	97	2	4	79.5	86.2	16
Total.....	49,708	451	37,807	11,450	541	234	249	76.6	77.6	750

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Schools, for Term Ending
June 27, 1919*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander Street.....	721	.....	596	125	8	5	1	82.	84.	2
Avon Avenue.....	1,426	21	1,248	157	53	18	.....	88.7	16.2	.....
Bergen Street.....	1,479	11	1,233	235	2	9	.....	76.6	76.7	36
Berkeley.....	943	.....	862	81	13	1	.....	91.4	92.8	.....
Dayton.....	59	.....	39	20	.....	.....	.....	66.1	66.1	.....
Bruce Street.....	246	.....	160	86	.....	.....	.....	65.	65.	.....
Burnet.....	1,291	.....	933	358	33	4	22	71.8	73.4	64
Camden Street.....	1,110	.....	856	254	17	1	2	76.9	78.4	21
Carteret.....	1,250	174	763	313	2	3	5	75.1	75.7	21
Central Avenue.....	1,336	107	1,008	221	52	52	1	84.	87.7	26
Charlton Street.....	1,384	211	965	208	22	7	8	84.4	86.	.....
Chestnut Street.....	826	24	590	212	23	21	4	77.1	79.9	50
Cleveland (Kdg.-8th).....	1,795	232	1,210	303	19	21	1	82.7	84.	3
Eliot.....	1,038	.....	839	199	20	6	3	80.9	82.5	8
Elizabeth Avenue.....	245	.....	187	58	.....	1	1	76.3	76.3	18
Fourteenth Avenue.....	1,142	.....	971	171	.....	1	.....	85.	85.	3
Franklin.....	1,741	6	1,338	397	17	30	14	77.3	77.7	77
Garfield.....	1,172	78	909	185	78	75	4	84.8	91.	25
Hamilton.....	1,376	357	826	193	41	30	6	85.3	88.7	34
Hawkins Street.....	661	.....	573	88	1	1	5	86.	86.	25
Hawthorne.....	1,039	9	863	167	8	5	5	83.5	84.3	24
John Catlin.....	1,784	.....	1,447	337	13	19	10	80.7	81.4	62
Joseph E. Haynes.....	1,568	259	1,101	208	109	42	6	86.4	93.5	5
Lawrence Street.....	265	.....	191	74	1	.....	5	70.	71.	37
Lincoln.....	516	122	324	70	20	3	.....	86.5	90.4	31
Madison (Kdg.-8th).....	1,331	85	1,080	166	.....	23	3	87.5	87.5	47
Milford.....	1,238	200	806	232	4	13	2	81.2	81.6	16
Monmouth Street.....	1,037	19	847	171	19	3	8	82.7	84.6	3
Monteith.....	1,483	.....	1,159	324	31	7	3	78.	80.1	44
Montgomery.....	824	94	588	142	13	2	.....	83.	85.8	7
Moses Bigelow.....	1,525	160	981	384	19	16	1	75.	76.2	40
Ridge.....	580	.....	527	53	23	40	.....	91.4	95.1	2
Robert Treat (Kdg.-8).....	2,191	490	1,205	496	2	4	1	77.	77.4	.....
Roseville Avenue.....	372	.....	317	55	3	8	.....	85.5	86.3	1
South Street.....	920	141	554	225	10	49	3	76.2	77.1	101
South Eighth Street.....	1,222	15	1,051	156	47	6	9	82.5	90.3	10
South Market Street.....	559	.....	465	94	13	.....	5	83.2	85.5	.....
South Tenth Street.....	868	110	589	169	51	6	.....	86.	87.	16
Speedway Avenue.....	352	5	281	66	5	3	2	80.8	82.2	1
Summer Avenue.....	723	.....	610	113	.....	8	5	84.6	84.6	22
Summer Place.....	332	.....	273	59	2	2	.....	82.3	82.9	.....
Sussex Avenue.....	907	.....	650	237	8	2	6	71.1	71.9	20
Warren Street.....	974	3	791	180	9	3	.....	81.8	82.7	49
Washington Street.....	785	12	682	91	36	1	13	88.1	92.2	7
Waverly Avenue.....	651	38	532	81	3	1	3	87.1	87.	12
Webster.....	1,171	194	729	243	34	13	9	79.2	82.1	3
West Side.....	1,404	34	1,164	206	20	9	6	85.2	86.6	53
Total.....	47,862	3,261	35,913	8,688	909	574	182	81.6	83.6	1,017

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Schools, for Term Ending
January 31, 1920*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander Street.....	765	8	622	143	8	4	13	79.7	81.7	3
Avon Avenue.....	1,498	48	1,268	216	34	1	.....	85.5	87.8	3
Bergen Street.....	1,609	28	1,303	286	8	5	3	82.0	82.5	17
Berkeley.....	1,005	22	905	100	22	2	.....	90.0	92.1	1
Bruce Street.....	244	.....	150	94	.....	.....	.....	61.4	61.4	.....
Burnet.....	1,258	28	939	319	28	12	11	74.0	75.2	40
Camden Street.....	1,005	3	722	343	3	7	18	66.3	66.6	12
Carteret.....	1,309	138	800	383	12	4	1	70.7	71.7	121
Central Avenue.....	1,514	1	1,120	394	1	.....	9	73.3	73.4	59
Charlton Street.....	1,384	279	958	189	42	20	6	86.1	89.1	2
Chestnut Street.....	881	29	656	225	29	31	2	75.1	78.2	23
Eliot.....	1,022	18	782	240	18	3	2	76.3	78.6	5
Elizabeth Avenue.....	272	.....	180	92	.....	2	5	64.5	64.5	.....
Fourteenth Avenue.....	1,250	3	995	255	3	.....	.....	79.6	79.9	.....
Franklin.....	1,839	5	1,362	477	5	14	4	74.0	74.3	30
Garfield.....	1,177	6	996	181	6	3	11	83.7	84.2	24
Hamilton.....	1,486	268	1,134	270	186	17	13	81.1	93.5	.....
Hawkins Street.....	668	22	533	135	22	.....	4	79.1	82.4	19
Hawthorne.....	1,153	4	1,011	141	3	3	4	87.4	87.7	5
John Catlin.....	1,840	15	1,510	326	11	18	8	82.0	82.6	60
Joseph E. Haynes.....	1,602	123	1,081	413	25	13	7	73.6	75.2	4
Lawrence Street.....	262	4	172	90	4	.....	2	64.8	66.3	28
Lincoln.....	547	96	374	88	11	2	3	83.4	85.4	19
Madison (Kdg.-8th).....	1,389	5	1,263	121	.....	12	11	90.5	90.5	33
Milford.....	1,258	156	939	237	74	32	6	81.1	86.8	5
Monmouth Street.....	1,051	48	869	182	48	5	2	82.5	87.1	3
Montgomery.....	860	82	603	187	12	1	4	77.8	79.2	7
Moses Bigelow.....	1,680	289	1,037	451	97	16	1	73.3	79.0	.....
Ridge.....	672	38	608	64	38	5	1	90.3	97.3	2
Robert Treat (Kdg.-8).....	2,197	647	1,232	328	10	53	8	85.0	85.5	43
Roseville Avenue.....	401	28	331	66	24	2	1	83.3	89.3	2
South Street.....	986	96	562	343	15	31	7	65.6	66.1	59
South Eighth Street.....	1,278	17	1,070	209	18	11	17	82.4	83.8	18
South Market Street.....	593	31	481	110	29	1	5	80.6	85.5	13
South Tenth Street.....	891	34	721	154	18	9	6	82.2	84.2	13
Speedway Avenue.....	342	9	257	85	9	2	1	75.0	77.6	3
Summer Avenue.....	786	2	647	139	2	4	15	80.5	80.8	1
Summer Place.....	372	.....	309	63	.....	.....	.....	83.0	83.0	.....
Sussex Avenue.....	944	15	682	262	15	.....	11	71.0	72.6	8
Warren Street.....	902	9	726	176	9	2	.....	80.5	81.5	3
Washington Street.....	770	53	612	118	13	13	6	84.1	85.8	2
Waverly Avenue.....	612	37	477	105	7	1	1	82.7	83.8	3
West Side.....	1,406	8	1,188	218	8	.....	3	84.2	84.8	6
Total.....	45,040	2,757	34,187	9,023	927	361	232	79.5	81.2	697

*Promotion of Pupils in Elementary Schools (Not Including
All-Year Schools), by Schools, for Term Ending
June 30, 1920*

SCHOOL	On Roll Last Day of Term	Number of These (1) Promoted During Term	Number of These (1) Promoted Last Day of Term	Number of These (1) Not Promoted at Any Time During Term	Number Promoted Twice During Term	Number of Pupils Promoted During Term Who Are Not Now on Roll	Number of Pupils Demoted During Term	Per Cent. of Individuals Promoted	Per Cent. of Promotions on Half Year Units of Course of Study Completed	Number of Pupils Who Were Not Promoted During the Last Two Terms
Alexander Street.....	749	5	622	127	5	8	1	83.0	83.8	2
Avon Avenue.....	1,421	50	1,246	174	49	3	.....	87.7	91.2	.....
Bergen Street.....	1,508	57	1,297	211	57	39	.....	86.3	90.0	58
Berkeley.....	974	45	909	65	45	2	.....	93.3	97.9	.....
Bruce Street.....	223	.....	150	73	.....	.....	.....	67.2	67.2	3
Burnet.....	1,211	29	919	291	28	44	23	74.9	77.2	47
Camden Street.....	1,119	11	809	310	11	11	1	72.4	73.4	25
Carteret.....	1,288	188	900	248	48	17	1	81.7	85.5	88
Central Avenue.....	1,506	10	1,186	320	10	12	2	78.7	79.7	98
Charlton Street.....	1,328	277	951	150	59	15	19	86.7	91.1	4
Chestnut Street.....	805	48	606	198	47	57	.....	77.0	82.5	2
Dayton.....	58	.....	48	10	.....	.....	.....	82.7	82.7	.....
Elliot.....	1,043	21	824	219	21	3	.....	78.9	81.0	4
Elizabeth Avenue.....	262	.....	208	54	.....	1	3	78.3	78.3	3
Fourteenth Avenue.....	1,172	12	1,007	165	12	1	.....	85.8	86.9	.....
Franklin.....	1,850	13	1,472	378	13	6	5	79.3	80.0	39
Garfield.....	1,153	33	985	168	33	2	13	84.3	87.1	10
Hamilton.....	1,346	197	972	264	87	23	5	80.3	86.7	5
Hawkins Street.....	676	2	560	116	2	.....	.....	82.8	83.1	17
Hawthorne.....	1,021	7	924	155	5	5	3	85.4	85.9	9
John Catlin.....	1,821	37	1,541	282	33	10	7	84.7	86.5	37
Joseph E. Haynes.....	1,574	222	1,054	339	41	17	7	78.6	81.1	79
Lawrence Street.....	218	1	162	56	1	4	2	73.8	74.3	19
Lincoln.....	523	31	454	69	31	18	1	87.0	92.7	8
Madison (Kdg.-8th).....	1,332	8	1,233	99	8	5	3	92.3	92.9	.....
Milford.....	1,201	87	926	213	25	5	1	82.2	84.3	22
Monmouth Street.....	996	7	827	169	7	5	8	82.3	83.0	16
Montgomery Street.....	790	69	507	217	3	4	.....	72.6	73.1	43
Moses Bigelow.....	1,642	333	1,235	236	162	18	1	85.7	95.4	14
Ridge.....	563	22	507	55	21	76	.....	91.4	94.6	1
Robert Treat (Kdg.-8).....	2,132	794	1,154	263	79	57	19	87.1	90.7	57
Roseville Avenue.....	381	32	327	53	31	5	6	84.7	92.7	2
South Street.....	994	26	708	263	8	10	2	73.1	73.9	74
South Eighth Street.....	1,193	17	1,029	164	17	6	8	85.6	87.0	27
South Market Street.....	605	10	522	83	10	.....	1	86.1	87.7	.....
South Tenth Street.....	854	80	729	110	65	2	3	86.8	94.3	4
Speedway Avenue.....	312	16	243	67	14	.....	.....	78.5	83.0	19
Summer Avenue.....	742	4	623	119	4	13	.....	86.9	87.4	1
Summer Place.....	339	6	281	58	6	.....	.....	82.9	84.6	.....
Sussex Avenue.....	872	11	679	193	11	2	4	77.4	78.7	14
Warren Street.....	873	17	693	180	17	15	.....	79.7	82.7	3
Washington Street.....	710	71	593	83	37	7	5	87.6	93.1	9
Waverly Avenue.....	575	8	498	77	8	.....	3	86.0	87.5	6
West Side.....	1,319	47	1,112	195	35	.....	4	84.9	87.5	18
Total.....	43,340	2,961	34,232	7,353	1,206	528	161	82.5	85.4	867

STATE EXAMINATIONS 8A PUPILS
Held in January and May, 1919

	Arithmetic			Writing		Spelling		English		U. S. History		Geography						
	January	June	Total	January	June	January	June	January	June	January	June	January	June					
Total number of pupils taking examinations.....	1,465	1,539	3,004	1,521	1,548	3,069	1,566	1,623	3,189	1,566	1,625	3,191	1,577	1,626	3,203	1,567	1,623	3,190
Total number of pupils who could have taken examinations, but did not.....	20	43	63	29	34	63	34	23	57	34	21	55	23	20	43	33	23	56
Number of pupils receiving 90 points or more.....	481	607	1,088	273	188	461	325	221	546	152	134	286	394	354	748	175	113	288
Number of pupils receiving 70 to 89 points.....	737	759	1,496	1,058	1,020	2,078	1,053	946	2,049	1,064	988	2,052	947	967	1,914	1,056	935	1,991
Number of pupils receiving 50 to 69 points.....	209	149	358	178	314	492	169	359	528	320	453	773	205	269	474	286	464	750
Number of pupils receiving 49 points or less.....	38	24	62	12	26	38	19	47	66	30	50	80	31	36	67	50	111	161

STATE EXAMINATIONS 8A PUPILS
Held in January and May, 1920

	Arithmetic			Writing			Spelling			English			U. S. History			Geography		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
Total number of pupils taking examinations.....	1,546	1,730	3,276	1,428	1,575	3,003	1,581	1,771	3,352	1,584	1,767	3,351	1,572	1,765	3,337	1,565	1,767	3,332
Total number of pupils who could have taken examinations, but did not.....	71	65	136	59	39	98	36	24	60	33	28	61	45	30	75	52	28	80
Number of pupils receiving 90 points or more.....	303	668	971	252	303	555	515	327	842	176	186	362	429	338	767	136	165	301
Number of pupils receiving 70 to 89 points.....	820	847	1,667	905	1,054	1,959	870	1,162	2,032	1,042	1,183	2,225	918	1,006	1,924	997	1,100	2,097
Number of pupils receiving 50 to 69 points.....	336	173	509	254	210	464	176	256	432	342	351	693	201	355	556	364	419	783
Number of pupils receiving 49 points or less.....	87	42	129	17	8	25	20	26	46	24	47	71	24	66	90	68	83	151

ALL YEAR SCHOOLS

SUMMER SESSION 1919

Enrollment, Attendance, Etc., for the Months of July and August

	Grammar	Primary	Kinder- garten	Total
Number of schools.....				7
Total enrollment	2,513	3,817	892	7,222
Average enrollment	2,325	3,511	808	6,644
Average attendance	2,144	3,172	679	5,995
Per cent. of attendance.....	92.2	90.3	84.0	90.2
Number who left during term..	351	597	155	1,103
*Number of pupils promoted....	1,750	2,515	183	4,448
Number of pupils not promoted	308	852	610	1,770
Per cent. of pupils promoted....	85.3	74.7	23.1	71.5
Number of cases of tardiness..	783	978	72	1,833
Number of cases of illness of pupils attributable to school..	.....	.....	.....	.....
Number of days' illness of teachers	52	41½	1	94½
Number of cases of quaran- tine, teachers and pupils.....	5	10	.....	15
Number of classes.....	74	95	16	185
	Males	Females	Total	
Number of teachers employed, includ- ing principal and clerk.....	39	200	239	
Number of graduates.....	71	72	143	

* No promotions in the Boys' Vocational and Elizabeth Avenue Open Air Schools or in the crippled class in August.

N. B.—For report of promotions in all year schools for the four terms of 1918-1919 see page 262.

ALL YEAR SCHOOLS—SUMMER SESSION 1920

Enrollment, Attendance, etc., for the months of July and August

	High School		Junior High School		Elementary and Special Schools				Grand Total
	Men	Women	Men	Women	Grammar	Primary	Kinderg't'n	Total	
Number of schools.....	1		1		.....	.....	.....	** 11	13
Total enrollment.....	1,142		455		3,316	5,367	1,168	9,851	11,448
Average enrollment.....	1,034		420		3,061	4,870	1,087	9,027	10,481
Average attendance.....	952		395		2,826	4,462	942	8,230	9,577
Per cent. of attendance.....	92.3		93.7		92.2	91.4	86.6	90.1	91.4
Number who left during term.....	131		46		323	604	86	1,013	1,190
*Number of pupils promoted.....	728		394		2,410	3,616	265	6,291	7,413
Number of pupils not promoted.....	453		15		415	1,036	816	2,367	2,735
Per cent. of pupils promoted.....	61.6		96.3		85.3	77.7	24.5	73.5	73.4
Number of cases of tardiness.....	567		20		589	1,449	46	2,084	2,671
Number of cases of illness of pupils attributable to school.....	.....		.....		.....	.....	.....	.....	.....
Number of day's illness of teachers.....	35		.....		138	50	15	203	238
Number of cases of quarantine, teachers and pupils.....	.....		.....		5	15	3	23	23
Number of classes.....	42		16		104	130	20	254	312
Grand Total									
				Men	Women	Total			Grand Total
Number of teachers employed including principal and clerk.....									
				47	19	52	273	325	608
Number of graduates.....				14	23	112	115	227	265

* No promotion in the Boys' Vocational and Elizabeth Avenue Open Air Schools or in the Crippled Class in August.

** Includes three special schools.

N. B.—For report of promotions in all-year schools for the four terms of 1919-1920 see page 263.

SUMMER SCHOOLS

SESSION OF 1919

*All Summer Schools for 1919 Compared with Similar
Figures for 1918*

Total Enrollment

	Boys	Girls	Total
1919.....	9,585	9,614	19,199
1918.....	9,760	10,161	19,921
Decrease	175	547	722

Average Enrollment, Average Attendance and Per Cent. of Attendance

	Average Enrollment	Average Attendance	Per Cent. of Attendance
1919.....	16,851	15,068	90.1
1918.....	16,542	14,875	90.1
Increase.....	309	193	.....

Distribution of Pupils by Departments

	Senior High	Junior High	Grammar	Primary	Kindergarten
1919.....	1,520	588	6,004	9,301	1,686
1918.....	1,217	507	6,388	9,937	1,872
Increase.....	303	81	.....	.....	.....
Decrease .....	.....	.....	384	636	186

Number of Classes

	Kindergarten	Primary	Grammar	Promotion	Total
1919.....	32	54	15	387	488
1918.....	33	63	19	378	493
Increase.....	.....	.....	.....	9	.....
Decrease	1	9	*4	.....	5

Number of Teachers

	*Elementary		Junior High		Senior High		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
1919.....	55	559	10	17	52	19	117	595
1918.....	44	576	10	5	38	27	92	608
Increase..	11	.....	.....	12	14	.....	25	.....
Decrease .....	.....	17	.....	.....	.....	8	.....	13

* Includes supervisors and special teachers.

Sources From Which Pupils Came

	Public Schools	Private Schools	Never Before Attended	Total
1919.....	17,457	1,018	724	19,199
1918.....	17,959	1,014	948	19,921
Increase .....	.....	4	.....	.....
Decrease.....	502	.....	224	722

*Percentage of Pupils Enrolled in the Various Public Schools
on June 27, 1919 that attended Summer Schools and
Summer Session of All Year Schools*

Summer Schools

	Enrollment June 27, 1919	No. Enrolled in Summer Schools	Per Cent. of June Enrollment Attended Summer School
Barringer High.....	1,292	504	39.
Central C. & M. T. High.....	1,775	583	32.8
East Side C. & M. T. High.....	611	72	11.7
South Side High.....	1,019	338	33.1
Total Senior High.....	4,697	1,497	31.8
Cleveland Junior High.....	574	245	42.6
Madison Junior High.....	394	6	1.5
Robert Treat Junior High.....	510	156	30.6
Total Junior High.....	1,478	407	27.4
Abington Avenue.....	*	.....	*
Alexander Street.....	721	254	35.2
Avon Avenue.....	1,426	522	36.6
Belmont Avenue.....	*	9	*
Bergen Street.....	1,479	446	30.1
Berkeley.....	943	133	14.1
Bruce Street.....	246	33	13.4
Burnet.....	1,291	396	30.6
Camden Street.....	1,110	786	70.8
Carteret.....	1,250	444	35.5
Central Avenue.....	1,336	497	37.2
Charlton Street.....	1,384	692	50.
Chestnut Street.....	826	101	12.2
Cleveland Kindg.-6.....	1,374	538	39.1
Dayton.....	59	8	13.5
Eliot.....	1,038	261	25.1
Elizabeth Avenue.....	245	32	13.
Fourteenth Avenue.....	1,142	481	42.1
Franklin.....	1,741	798	45.8
Garfield.....	1,172	57	4.8
Hamilton.....	1,376	332	24.1
Hawkins Street.....	661	123	18.6
Hawthorne.....	1,039	389	37.4
John Catlin.....	1,784	551	30.8
Joseph E. Haynes.....	1,568	522	33.2
Lafayette.....	*	6	*
Lawrence Street.....	265	30	11.3
Lincoln.....	516	134	25.9
McKinley.....	*	20	*
Madison Kindg.-6.....	1,042	478	45.8
Milford.....	1,238	465	37.5
Monmouth Street.....	1,037	485	46.7
Monteith.....	1,483	394	26.5
Montgomery.....	824	241	29.2
Moses Bigelow.....	1,525	432	28.3

	Enrollment June 27, 1919	No. Enrolled in Summer Schools	Per Cent. of June Enroll- ment Attended Summer School
Newton	*	7	*
Ridge	580	45	7.7
Robert Treat Kindg.-6.....	1,816	435	23.9
Roseville Avenue.....	372	81	21.7
South Street	920	235	25.5
South 8th Street.....	1,222	327	26.7
South Market Street.....	559	234	41.8
South 10th Street.....	868	306	35.2
Speedway Avenue.....	352	65	18.4
Summer Avenue	723	79	10.9
Summer Place	332	29	8.7
Sussex Avenue.....	907	314	34.6
Walnut Street.....	282	1	.3
Warren Street.....	974	555	56.9
Washington Street.....	785	232	29.5
Waverly Avenue	651	227	34.8
Webster	1,171	702	59.9
West Side.....	1,404	498	35.4
Total Elementary.....	47,059	15,468	32.8
Girls' Vocational.....	92	1	1.
Binet Schools and Classes.....	384	7	1.8
Boys' Vocational.....	*	.....	*
Weston Continuation.....	16	.....	.....
Ungraded	106	.....	.....
Blind	21	.....	.....
Open Window	†290	.....	.....
Open Air .....	*	.....	*
Deaf	89	.....	.....
Crippled .....	*	.....	*
Total Special.....	998	8	.7
Total High, Elementary, and Special	54,232	17,380	32.

* An all year school—see data for all year schools given below.

† Does not include 30 enrolled in Lafayette and 30 enrolled in McKinley open window classes. These figures are included in all year data.

All Year Schools—Summer Session

Abington Avenue.....	1,405	1,066	75.8
Belmont Avenue	1,630	1,182	72.5
Lafayette, including open win- dow class	2,113	1,421	67.2
McKinley, including open win- dow class	2,475	1,869	75.5
Newton	1,768	1,432	81.
Total Elementary.....	9,391	6,970	74.2

	Enrollment June 27, 1919	No. Enrolled in Summer Schools	Per Cent. of June Enroll- ment Attended Summer School
Boys' Vocational	207	207	100.
Elizabeth Avenue Open Air....	47	45	95.7
Crippled	25	25	100.
Total Special	279	277	99.2
Grand Total	9,670	7,247	74.9
Summary—All Year and Summer Schools			
High Schools—Summer	4,697	1,497	31.8
Junior High Schools—Sum- mer	1,478	407	27.4
Elementary Schools—Summer	47,059	15,468	32.8
“ “ All Year	9,391	6,970	74.2
Special Schools—Summer.....	998	8	.7
“ “ All Year.....	279	277	99.2
Junior College	78	.....	.....
Grand Total	63,980	*24,627	38.5

* Does not include 1,825 from out-of-town.

*Enrollment and Attendance in Promotion Classes in
Elementary Summer Schools for 1919*

Distribution of days attendance—

	Males	Females	Total
Present between 1-10 days.....	678	745	1,423
Present between 11-20 days.....	1,028	1,012	2,040
Present between 21-30 days.....	4,948	4,824	9,772
Total number of pupils enrolled.....	6,654	6,581	13,235

Enrollment by grades—

GRADE	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A.....	202	28	42	27	71	21	13
8B.....	600	108	119	47	161	95	70
7A.....	642	132	93	57	179	111	70
7B.....	884	207	100	91	286	75	125
6A.....	815	174	97	75	286	106	77
6B.....	912	254	58	86	374	60	80
5A.....	964	270	94	80	351	90	79
5B.....	1082	246	38	121	522	82	73
4A.....	982	194	43	63	541	99	42
4B.....	997	189	39	95	552	77	45
3A.....	945	203	48	63	538	61	32
3B.....	1008	216	33	45	607	51	56
2A.....	817	147	52	36	524	30	28
2B.....	933	160	15	38	680	35	5
1A.....	690	115	15	36	480	35	9
1B.....	762	128	10	37	569	8	10
Total.....	13235	2771	896	997	6721	1036	814

*Summer Senior High Schools for 1919 Compared with
Similar Figures for 1918*

Total Enrollment

	Boys	Girls	Total
1919	823	697	1,520
1918	575	642	1,217
Increase	248	55	303

Average Enrollment, Average Attendance and Per Cent of Attendance

	Average Enrollment	Average Attendance	Per Cent. of Attendance
1919	1,438	1,362	94.8
1918	1,131	1,068	94.4
Increase	307	294	4

*Summer Junior High Schools for 1919 Compared with
Similar Figures for 1918*

Total Enrollment			
	Boys	Girls	Total
*1919	290	298	588
†1918	234	273	507
Increase	56	25	81

*92 boys and 95 girls were enrolled in the 9th grades of these schools.

†78 boys and 108 girls were enrolled in the 9th grades of these schools.

Average Enrollment, Average Attendance and Per Cent. of Attendance			
	Average Enrollment	Average Attendance	Per Cent. of Attendance
1919	524	488	93.1
1918	428	390	91.4
Increase	96	98	1.7

SUMMER SCHOOLS—SESSION OF 1920

*All Summer Schools for 1920 Compared with Similar
Figures for 1919*

Total Enrollment			
	Boys	Girls	Total
1920	7,512	7,214	14,726
1919	9,585	9,614	19,199
Decrease	2,073	2,400	4,473

Average Enrollment, Average Attendance and Per Cent. of Attendance			
	Average Enrollment	Average Attendance	Per Cent. of Attendance
1920	12,467	11,302	90.4
1919	16,851	15,068	90.1
Decrease	4,384	3,766	.....
Increase .....	.....	.....	.3

Distribution of Pupils by Departments

	Senior High	Junior High	Grammar	Primary	Kinder- garten
1920	977	193	5,085	7,234	1,237
1919	1,520	588	6,004	9,301	1,686
Decrease	543	395	919	2,067	449

Number of Classes

	Kindergarten	Primary	Grammar	Promotion	Total
1920	30	21	11	339	401
1919	32	54	15	387	488
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Decrease	2	33	4	48	87

Number of Teachers

	*Elementary		Junior High		Senior High		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
1920.....	49	452	8	10	35	8	92	470
1919.....	55	559	10	17	52	19	117	595
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Decrease	6	107	2	7	17	11	25	125

* Includes supervisors and special teachers.

Sources from which Pupils Came

	Public Schools	Private Schools	Never Before Attended	Total
1920	13,321	716	565	14,602
1919	17,457	1,018	724	19,199
	<hr/>	<hr/>	<hr/>	<hr/>
Decrease	4,136	302	159	4,597

*Percentage of Pupils Enrolled in the Various Public Schools
on June 30, 1920 that attended Summer Schools and
Summer Session of All Year Schools*

Summer Schools

	Enrollment June 30, 1920	No. Enrolled in Summer Schools	Per Cent. of June Enroll- ment Attended Summer School
Barringer High.....	1,363	550	40.3
Central C. & M. T. High.....	*	18	*
East Side C. & M. T. High.....	717	71	9.9
South Side High.....	1,067	288	27.
Total Senior High.....	3,147	927	29.4
Cleveland Junior High.....	*	1	*
Madison Junior High.....	389	76	19.5
Robert Treat Junior High.....	494	80	18.2
Total Junior High.....	883	157	17.7
Abington Avenue.....	*	2	*
Alexander Street.....	749	146	19.4
Avon Avenue.....	1,421	544	38.2
Belmont Avenue.....	*	21	*
Bergen Street.....	1,508	424	28.1
Berkeley.....	974	140	14.3
Bruce Street.....	223	41	18.3
Burnet.....	1,211	454	37.4
Camden Street.....	1,119	617	55.1
Carteret.....	1,288	400	31.
Central Avenue.....	1,506	523	34.7
Charlton Street.....	1,328	440	33.1
Chestnut Street.....	805	143	17.7
Cleveland Kdg.-6.....	*	19	*
Dayton.....	58	9	15.5
Eliot.....	1,043	281	26.9
Elizabeth Avenue.....	262	42	16.
Fourteenth Avenue.....	1,172	468	39.9
Franklin.....	1,850	294	15.9
Garfield.....	1,153	34	2.9
Hamilton.....	1,346	316	23.4
Hawkins Street.....	676	142	21.
Hawthorne.....	1,081	366	33.8
John Catlin.....	1,827	472	25.8
Joseph E. Haynes.....	1,574	477	30.3
Lafayette.....	*	12	*
Lawrence Street.....	218	19	8.7
Lincoln.....	523	154	29.4
Madison Kdg.-6.....	1,059	390	36.8
McKinley.....	*	14	*
Milford.....	1,201	453	37.7
Monmouth Street.....	996	274	27.5
Monteith.....	*	3	*
Montgomery.....	790	314	39.7
Moses Bigelow.....	1,642	442	26.9
Newton.....	*	14	*

	Enrollment June 30, 1920	No. Enrolled in Summer Schools	Per Cent. of June Enroll- ment Attended Summer School
Ridge	563	46	8.1
Robert Treat Kdg.-6.....	1,730	364	21.
Roseville Avenue.....	381	60	15.7
South Street	994	127	12.7
South 8th Street.....	1,193	398	33.3
South Market Street.....	605	223	36.8
South 10th Street.....	854	264	30.9
Speedway Avenue.....	312	50	16.
Summer Avenue.....	742	169	22.7
Summer Place	339	39	11.5
Sussex Avenue.....	872	195	22.3
Walnut Street.....	288	9	3.1
Warren Street.....	873	585	67.
Washington Street.....	710	224	31.5
Waverly Avenue.....	575	172	29.9
Webster	*	9	*
West Side.....	1,319	393	29.7
Total Elementary.....	42,953	12,231	28.5
Binet	473	5	.1
Deaf	81	1	.1
Boys' Vocational.....	*	.....	*
Girls' Vocational and Weston Continuation	124	.....	.....
Ungraded	108	.....	.....
Blind	19	.....	.....
Open Window.....	†272	.....	.....
Open Air .....	*	.....	*
Crippled .....	*	.....	*
Total Special.....	1,077	6	.5
Total High, Elementary and Special	48,060	13,321	27.8

* An all year school—see data for all year schools given below.

† Does not include 29 enrolled in Lafayette and 27 enrolled in McKinley open window classes. These figures are included in all-year analysis.

All-Year Schools—Summer Session

	Enrollment June 30, 1920	No. Enrolled in Summer Schools	Per Cent. of June Enroll- ment Attended Summer School
Central C. & M. T. High.....	1,381	1,142	82.7
Cleveland Junior High.....	632	455	72.
Abington Avenue	1,458	1,050	72.
Belmont Avenue.....	1,586	1,152	72.6
Cleveland Elementary	1,251	706	56.4
Lafayette, including open win- dow class.....	2,084	1,437	68.9
McKinley, including open win- dow class.....	2,449	1,927	78.6

All-Year Schools—Summer Session—Continued

	Enrollment June 30, 1920	No. Enrolled in Summer Schools	Per Cent. of June Enroll- ment Attended Summer School
Monteith	1,506	839	55.7
Newton	1,706	1,414	82.8
Webster	1,193	1,044	87.5
Total Elementary	13,233	9,569	72.3
Boys' Vocational	195	198	*101.5
Elizabeth Avenue Open Air....	47	49	*104.2
Crippled	25	36	*144.
Total Special.....	267	283	*106.
Grand Total	15,513	11,449	73.8

Summary

High Schools—Summer.....	3,147	927	29.4
“ “ All Year.....	1,381	1,142	82.7
Junior High Sch'ls—Summer	883	157	17.7
“ “ All Year	632	455	72.
Elementary Schools—Summer	42,953	12,231	28.5
“ “ All Year	13,233	9,569	72.3
Special Schools—Summer.....	1,077	6	.5
“ “ All Year.....	267	283	106.
Junior College.....	101	.....	.....
Total—Summer	48,060	13,321	†27.8
Total—All Year.....	15,513	11,449	73.8
Grand Total.....	63,675	24,770	38.9

* Due to added enrollment during the summer session.

† Does not include 1,405 pupils from out-of-town.

Enrollment and Attendance, Promotion Classes, in Elementary Summer Schools for 1920

Distribution of days attendance—

	Males	Females	Total
Present between 1-10 days.....	613	620	1,233
Present between 11-20 days.....	920	916	1,836
Present between 21-30 days.....	3,956	3,791	7,747
Total number of pupils enrolled.....	5,489	5,327	10,816

Enrollment by grades—

GRADE	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A.....	136	36	11	10	35	24	20
8B.....	439	97	75	39	134	66	28
7A.....	562	101	79	69	179	61	73
7B.....	569	130	42	101	195	49	52
6A.....	591	135	49	50	212	73	72
6B.....	752	208	36	60	334	70	44
5A.....	795	172	45	79	381	62	56
5B.....	958	223	54	95	465	53	68
4A.....	817	193	45	93	406	40	40
4B.....	854	186	41	65	480	49	33
3A.....	822	209	29	61	429	69	25
3B.....	868	199	45	47	504	63	10
2A.....	689	152	24	43	420	26	24
2B.....	751	160	18	35	473	49	16
1A.....	690	160	9	42	440	25	14
1B.....	523	130	5	43	336	8	1
Total.....	10816	2491	607	932	5423	787	576

*Summer Senior High Schools for 1920 Compared with
Similar Figures for 1919*

Total Enrollment

	Boys	Girls	Total
1920	584	393	977
1919	823	697	1,520
Decrease	239	304	543

Average Enrollment, Average Attendance and Per Cent of Attendance

	Average Enrollment	Average Attendance	Per Cent. of Attendance
1920	916	867	94.6
1919	1,438	1,362	94.8
Decrease	522	495	.2

*Summer Junior High Schools for 1920 Compared with
Similar Figures for 1919*

Total Enrollment

	Boys	Girls	Total
*1920	104	89	193
†1919	290	298	588
Decrease	186	209	395

* 29 boys and 21 girls were enrolled in the 9th grade of these schools.

† 92 boys and 95 girls were enrolled in the 9th grade of these schools.

**Average Enrollment, Average Attendance and Per Cent of
Attendance**

	Average Enrollment	Average Attendance	Per Cent. of Attendance
1920	171	155	90.6
1919	524	488	93.1
Decrease	353	333	2.5

*Comparative Summer School Statistics for the Last
Nine Years*

Year	No. of Teachers	No. of Classes	Total Enrollment	Average Enrollment	Average Attendance
1912	444	320	14,371	11,318	10,039
1913	494	365	16,021	12,869	11,488
1914	601	471	21,290	18,008	16,411
1915	774	552	24,772	20,941	19,288
1916	709	490	18,231	9,742	8,796
1917	713	493	20,951	17,394	15,519
1918	700	493	19,921	16,542	14,875
1919	712	500	19,199	16,851	15,068
1920	562	401	14,726	12,467	11,302

PLAYGROUNDS

SUMMER PLAYGROUNDS—JULY 7-AUGUST 22, 1919

*Average Daily Attendance and Number of Teachers
Employed*

PLAYGROUND	Average Daily Attendance				Average number of parents	Teachers	
	From 10 to 15 years of age		Under 10 years of age	Total		Men	Women
	Boys	Girls					
Avon Avenue	141	133	273	547	2	2	4
Bergen Street.....	123	135	135	393	7	3	4
Camden Street.....	213	171	240	624	9	3	4
Central Avenue.....	151	158	126	435	5	3	4
Fourteenth Avenue.....	65	90	208	363	6	2	4
Franklin	210	146	318	674	8	3	4
Hamilton	75	90	280	445	7	2	4
Hawkins Street.....	102	192	275	569	9	2	5
McKinley (after school—all year)....	129	116	147	392	5	1	1
Madison	151	150	218	519	8	3	3
Milford	206	196	258	660	17	3	5
Monmouth Street	122	136	301	559	9	3	4
Monteith	71	128	327	526	1	3	4
Montgomery	162	186	287	635	16	2	5
Newton (after school—all year).....	20	24	233	277	6	1	1
Robert Treat.....	215	192	261	668	4	3	5
South Street.....	133	151	149	432	9	2	3
South Eighth Street.....	122	128	220	470	18	2	4
Sussex Avenue.....	192	83	119	394	4	2	4
Washington Street.....	63	61	131	255	5	2	4
Webster	127	126	204	457	21	3	4
Total.....	2793	2792	4709	10294	176	*53	*81

* Includes supervisors and special teachers.

*Figures for 1919 and 1918 Compared
Average Daily Attendance*

	Under Ten Years of Age	Over Ten Years of Age	Average Attendance
1919	4,709	5,585	10,294
1918	4,967	5,256	10,223
Increase .....	.....	229	71
Decrease	258	.....	.....

Number and Sex of Instructors Employed

	Men	Women	Total
1919	53	81	134
1918	53	82	135
Decrease	---	1	1

AFTER-SCHOOL PLAYGROUNDS

*September 30-November 27, 1918 and March 31-June 27,
1919*

PLAYGROUND	Number of Weeks Open	Average Daily Attendance			
		From 10 to 15 Years of Age		Under 10 Years of Age	Total
		Males	Females		
Bergen Street	19	106	65	77	248
Camden Street	19	106	70	86	262
Fourteenth Avenue	19	112	83	93	288
Franklin	19	82	61	115	258
McKinley—Afternoon	*24	75	69	132	276
Evening	**21	98	84	138	320
South Eighth Street	19	72	53	50	175
Washington Street	19	151	131	15	297
Total		802	616	706	2,124

* September 9–November 30, 1918, and March 31–July 4, 1919.

** August 26–October 13, 1918, and April 1–July 6, 1919. From July 7–August 22, figures for this school and Newton School—both all-year schools—are reported in the Summer Playground Table.

Figures for 1919 and 1918 Compared

1919	802	616	706	2,124
1918	459	378	630	1,467
Increase	343	238	76	657

ALL-YEAR PLAYGROUNDS—1919

August 2-August 30

PLAYGROUND	Number of Weeks Open	Average Daily Attendance			
		From 10 to 15 Years of Age		Under 10 Years of Age	Total
		Males	Females		
Broad Street	5	74	50	31	155
Morton Street.....	5	177	122	136	435
Newton Street.....	5	52	53	97	202
Princee Street.....	5	112	88	69	269
South Canal Street.....	5	118	82	81	281
Summer Avenue.....	5	.....	1	82	83
Vailsburg	5	97	77	53	227
Total.....		630	473	549	1,652

SUMMER PLAYGROUNDS—JULY 12-AUGUST 27, 1920

*Average Daily Attendance and Number of Teachers
Employed*

PLAYGROUND	Average Daily Attendance				Teachers	
	From 10 to 15 years of age				Average number of parents	
	Boys	Girls	Under 10 years of age	Total		
Avon Avenue.....	249	167	258	674	4	4
Bergen Street.....	266	211	196	673	9	4
Camden Street.....	293	269	261	823	6	5
Central Avenue.....	351	335	98	779	6	4
Fourteenth Avenue.....	131	158	226	515	7	4
Hamilton	92	117	230	439	11	4
Hawkins Street.....	205	249	172	626	32	4
Madison	110	125	299	534	9	3
Milford	231	252	250	733	20	4
Montgomery	251	263	261	775	13	4
Robert Treat.....	134	142	389	665	6	6
South Street.....	237	292	84	613	4	3
South Eighth Street.....	227	233	118	578	4	4
Washington Street.....	77	61	149	287	4	4
Total.....	2854	2874	2986	8714	135	57

Figures for 1920 and 1919 Compared
Average Daily Attendance

	Under Ten Years of Age	Over Ten Years of Age	Average Attendance
1920.....	2,986	5,728	8,714
1919.....	4,709	5,585	10,294
Increase.....		143	
Decrease.....	1,723		1,580

Number and Sex of Instructors Employed

	Men	Women	Total
1920.....	34	57	91
1919.....	53	81	134
Decrease.....	19	24	43

AFTER-SCHOOL PLAYGROUNDS

August 31-November 28, 1919 and April 9-June 30, 1920

PLAYGROUND	Number of Weeks Open	Average Daily Attendance			
		From 10 to 15 Years of Age		Under 10 Years of Age	Total
		Males	Females		
Bergen Street.....	22	92	68	149	309
Camden Street.....	22	137	107	78	322
Fourteenth Avenue.....	22	83	56	42	181
Franklin.....	11	106	85	146	337
Joseph E. Haynes.....	13	129	101	50	280
McKinley.....	33	165	118	148	431
South Eighth Street.....	22	151	140	44	335
Washington Street.....	22	62	52	35	149
Total.....		925	727	692	2,344

July 12-August 27, 1920

PLAYGROUND	Number of Weeks Open	Average Daily Attendance			
		From 10 to 15 Years of Age		Under 10 Years of Age	Total
		Males	Females		
McKinley.....	7	194	156	191	541
Monteith.....	7	191	206	302	699
Newton.....	7	52	69	215	336
Webster.....	7	102	95	148	345
Total.....		539	526	856	1,921

1920 Figures Compared with 1919 Figures

1920.....	925	727	692	2,344
1919.....	802	616	706	2,124
Increase.....	123	111	.....	220
Decrease .....	.....	.....	14	.....

ALL-YEAR PLAYGROUNDS

September 1, 1919-July 10, 1920

PLAYGROUND	Number of Weeks Open	Average Daily Attendance			
		From 10 to 15 Years of Age		Under 10 Years of Age	Total
		Males	Females		
Broad Street.....	16	35	30	37	102
Morton Street.....	10	176	146	138	460
Newton Street.....	9	62	64	76	202
Prince Street.....	23	93	73	79	245
South Canal Street.....	45	91	45	79	215
Summer Avenue.....	23	36	31	77	144
Vailsburg	9	60	43	45	148
Total.....		553	432	531	1,516

July 12, 1920-August 27, 1920

PLAYGROUND	Number of Weeks Open	Average Daily Attendance			
		From 10 to 15 Years of Age		Under 10 Years of Age	Total
		Males	Females		
**Morton Street.....	7	146	105	54	305
**Prince Street.....	7	184	151	93	428
South Canal Street.....	7	91	56	154	301
Summer Avenue.....	7	81	70	87	238
Vailsburg	*	48	51	47	146
Total.....		550	433	435	1,418

* Average daily attendance for four weeks beginning August 2 and ending August 28, 1920.

** Open evenings also.

COMPARATIVE STATISTICS SUMMER PLAYGROUNDS FOR THE
LAST FIVE YEARS

Year	No. of Playgrounds	No. of Teachers	Average Attendance
1916.....	21	158	8,669
1917.....	19	123	9,227
1918.....	21	135	10,223
1919.....	21	134	10,294
*1920.....	14	96	8,714

* The 5 all-year playgrounds which were in operation during the summer and the 4 after-school playgrounds in connection with the all-year schools reduce the figures for 1920.

SOCIAL CENTERS

September 1918—August 1919

	Total No. of Evenings for Year	Aggregate Attendance for Year	Average Attendance Per Night	Average No. Paid	Workers Volun- teer
Avon Avenue.....	50	10,785	216	13	.14
Belmont Avenue....	56	7,651	137	7	.6
Fourteenth Avenue	39	3,786	97	8	3.
Monteith	36	7,865	218	8	.....
All centers.....		30,087	668	36	4.

Figures for 1917-18 and 1918-19 Compared

1919.....	30,087	668	36	4.
1918.....	45,610	1,063	48	15.
Decrease	15,523	395	12	11.

September 1919—August 1920

	Total No. of Evenings for Year	Aggregate Attendance for Year	Average Attendance Per Night	Average No. Paid	Workers Volun- teer
Avon Avenue.....	36	7,604	211	14	.91
Belmont Avenue....	38	3,833	100	7	.25
Fourteenth Avenue	21	2,283	109	8	.19
Monteith	40	6,351	157	7	.67
All centers.....		9,781	577	36	2.

Figures for 1918-19 and 1919-20 Compared

1920.....	9,781	577	36	2.
1919.....	30,087	688	36	4.
Decrease	20,306	111	....	2.

EVENING SCHOOLS

SUMMARY OF EVENING SCHOOL STATISTICS FOR THE SCHOOL
YEAR 1918-1919

	Total No. Enrolled	Average Daily Attendance	Total No. Teachers
Technical—			
Fawcett School of Industrial Arts	1,094	458	30
Boys' Vocational.....	187	105	9
Total	1,281	563	39
Vocational High—			
Bergen Street.....	981	261	25
Central C. & M. T.....	1,727	582	47
East Side C. & M. T.....	778	309	30
Franklin	333	92	12
Joseph E. Haynes.....	597	184	16
Robert Treat.....	811	229	23
Total	5,227	1,657	153
Gymnasiums—			
Barringer	211	46	2
Madison	140	44	2
Total	351	90	4
Elementary—			
Abington Avenue.....	280	90	7
Belmont Avenue.....	454	187	11
Bergen Street.....	87	34	3
Central Avenue.....	483	140	8
Cleveland	675	183	12
Franklin	153	52	5
Joseph E. Haynes.....	444	111	7
Lafayette	461	159	10
McKinley	323	218	9
Monteith	239	131	8
Newton	285	115	7
Robert Treat.....	91	64	4
South Street	234	117	8
South Eighth Street.....	181	75	6
South Tenth Street.....	362	155	9
Washington Street.....	270	117	4
Total	4,945	1,948	118
Deaf	56	32	6
Americanization Classes.....	240	89	6
Grand Total.....	12,207	4,379	348

SUMMARY OF EVENING SCHOOL STATISTICS FOR THE SCHOOL
YEAR 1919-1920

	Total No. Enrolled	Average Daily Attendance	Total No. Teachers
Technical—			
Fawcett School of Industrial Arts	1,439	710	31
Boys' Vocational	235	156	10
Total	1,674	866	41
Vocational High—			
Bergen Street.....	826	385	25
Central High.....	1,719	836	46
East Side High.....	808	453	31
Franklin	383	160	11
Joseph E. Haynes.....	536	230	13
Robert Treat.....	814	344	24
Total	5,086	2,408	150
Gymnasiums—			
Barringer High.....	216	54	2
Madison	140	70	2
Total	356	124	4
Elementary—			
Abington Avenue	228	131	8
Belmont Avenue.....	421	256	11
Bergen Street.....	78	38	3
Carteret	338	198	11
Central Avenue.....	434	173	8
Cleveland	719	257	9
East Side High.....	35	35	1
Franklin	227	136	7
Joseph E. Haynes.....	524	230	10
Lafayette	518	240	11
McKinley	494	304	11
Monteith	261	187	9
Newton	301	189	8
Robert Treat	147	118	5
South Eighth Street	180	101	6
South Tenth Street.....	296	167	8
Washington Street.....	321	162	5
Total	5,522	2,922	131
Deaf	49	37	6
Americanization Classes—			
Charlton Street; 78 Barclay Street	56	31	2
Bohemian Aud.—(Women).....	23	19	1
Grand Total.....	12,766	6,407	335

Comparative Statistics for the Last Five Years

Year	No. of Teachers	Total Enrollment	Average Enrollment	Average Attendance	Per Cent. of Attendance
1916	434	16,859	8,335	6,760	80.9
1917	427	14,967	7,606	6,220	81.5
1918	414	14,171	7,293	5,928	81.2
1919	348	12,207	5,495	4,379	79.7
1920	359	12,766	6,407	5,238	82.

DAY SCHOOLS—1918-1919

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment					Average Enrollment	Average Attendance	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar							Special	Kindergarten	Primary	Grammar	Men	Women
Junior College.....	57	20	77	.....	Col'ge 77	.....	63	59	94.4	1	.....	.....	.....	.....	.....	.....	†	†
SENIOR HIGH																		
Barringer High.....	739	649	1,388	.....	High	.....	1,306	1,217	93.2	40	163	3	.....	.....	.....	.....	27	32
Central C. & M. T. High.....	913	1,027	1,942	.....	1,942	.....	1,806	1,649	91.3	58	14	1	.....	.....	.....	.....	56	25
East Side C. & M. T. High.....	309	302	611	.....	611	.....	592	555	93.6	39	1	4	.....	.....	.....	.....	22	22
South Side High.....	613	496	1,109	.....	1,109	.....	1,035	938	92.6	27	.....	.....	.....	.....	.....	.....	30	32
Total Senior High.....	2,376	2,474	5,050	.....	5,050	.....	4,739	4,379	92.5	164	183	8	.....	.....	.....	.....	135	†113
JUNIOR HIGH																		
Cleveland Jr. High—9th grade.....	66	89	155	.....	155	.....	148	138	93.2	.....	.....	.....	.....	.....	.....	.....	1	4
Cleveland Jr. High—7th & 8th gr.	231	221	452	.....	.....	452	436	406	93.	.....	.....	.....	.....	.....	.....	13	2	11
Total.....	297	310	607	.....	155	452	584	544	93.1	6	135	2	.....	.....	.....	.....	3	15
Madison Jr. High—9th grade.....	32	64	96	.....	96	.....	102	94	93.9	.....	.....	.....	.....	.....	.....	.....	2	2
Madison Jr. High—7th & 8th gr.	135	136	291	.....	.....	291	287	262	91.4	.....	.....	.....	.....	.....	.....	9	3	8
Total.....	167	220	387	.....	96	291	388	356	91.7	10	639	.....	.....	.....	.....	.....	5	10

[illegible]

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment					Average Enrollment	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers			
	Boys	Girls	Total	Kindergarten	Primary							Grammar	Special	Kindergarten	Primary	Grammar	Men	Women	
Lincoln	340	296	636	96	327	213	536	471	87.8	6	648	35	.....	2	7	9	6	1	14
Madison (Kindergarten-6th gr.)	639	602	1,241	159	732	350	1,084	969	86.5	20	1,306	93	.....	2	17	9	9	5	33
Milford	706	647	1,353	224	630	479	1,216	1,092	89.7	3	1,548	76	8	.....	3	16	12	1	32
Monmouth Street	584	588	1,172	211	555	406	1,041	934	89.7	9	1,155	37	.....	3	13	10	1	2	27
Monmouth (Hamburg Place)	898	882	1,780	298	958	524	1,560	1,359	87.6	7	1,771	159	.....	3	21	13	2	2	38
Montgomery	490	518	1,008	201	464	343	861	762	87.5	3	1,677	120	4	.....	3	10	9	2	23
Moses Bigelow	865	890	1,755	257	965	533	1,564	1,379	88.1	17	569	113	11	1	3	22	13	1	43
Ridge	374	380	754	96	341	317	642	573	89.2	7	392	39	.....	2	7	7	.....	6	17
Robert Treat (Kind'g'n-6th gr.)	1,075	1,012	2,087	284	1,275	528	1,814	1,618	89.1	16	1,809	96	8	.....	4	29	14	6	52
Roseville Avenue	266	261	527	91	338	98	421	365	86.7	10	727	82	1	.....	2	8	2	.....	12
South Street	558	531	1,089	229	663	197	925	811	87.7	6	3,566	361	.....	.....	3	16	4	1	24
South Eighth Street	737	769	1,506	185	685	636	1,288	1,171	90.9	4	1,001	54	.....	.....	3	15	16	1	36
South Market Street	333	296	629	127	271	231	533	490	91.9	8	408	53	.....	.....	2	8	6	1	16
South Tenth Street	513	468	981	132	436	413	884	814	92.1	36	667	273	3	.....	2	10	11	1	24
Speedway Avenue	226	215	441	121	237	83	358	313	87.5	2	627	5	.....	.....	2	5	2	.....	10
Summer Avenue	422	454	886	79	417	390	721	636	88.2	8	772	40	4	.....	2	8	9	1	18
Summer Place	220	216	436	91	262	83	349	291	83.4	4	353	13	.....	.....	2	5	2	.....	9
Sussex Avenue	556	512	1,068	142	512	414	933	792	84.9	4	1,252	293	1	.....	2	10	10	1	23
Walnut Street	150	171	321	176	145	.....	306	262	85.4	.....	987	93	.....	.....	2	6	.....	.....	8
Warren Street	595	603	1,198	258	813	127	992	928	93.5	43	1,755	207	1	.....	3	18	3	2	25
Washington Street	505	480	985	121	489	375	786	709	90.2	12	1,132	182	2	.....	2	10	9	2	21
Washington West	350	331	701	127	419	155	629	554	88.1	15	1,110	.....	.....	.....	2	10	5	1	17
Waverly Avenue	695	689	1,384	234	739	411	1,172	1,084	92.4	55	1,322	185	4	.....	3	18	10	2	32
Webster	804	808	1,612	216	774	622	1,427	1,285	89.9	17	553	35	.....	.....	3	18	18	4	45
West Side	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary	28,066	27,816	55,882	8,760	28,564	18,558	46,227	42,879	88.8	740	50,413	10,362	80	3	123	640	437	80	1,276
Total Elementary and All Year	33,943	33,498	67,441	10,941	34,268	22,232	57,533	51,098	88.8	881	71,158	18,803	91	7	148	761	542	103	1,527

SPECIAL SCHOOLS													
Vocational													
Boys' Vocational.....	214	107	214	187	176	93.9	1	192	13	9	11	1	1
Girls' Vocational.....	107	30	107	96	82	83.9	3	34	.....	4	.....	.....	12
Weston Continuation (part time).....	30	.....	30	20	18	87.8	3	.....	.....	1	1	.....	.....
Total Vocational.....	244	107	351	303	276	91.5	7	226	13	14	12	.....	13
Ungraded													
Ungraded No. 1.....	42	.....	42	45	41	92.3	.....	167	121	2	1	.....	2
Ungraded No. 2.....	40	.....	40	20	37	90.6	.....	182	233	2	1	.....	2
Academy Street Ungraded.....	16	.....	16	8	19	91.5	.....	13	220	1	.....	.....	1
Total Ungraded.....	98	.....	98	104	95	91.5	.....	362	574	5	2	.....	5
Binet													
Binet No. 1 (State Street).....	76	32	108	116	99	84.7	1	875	760	8	1	.....	8
Binet No. 2 (Coe's Place).....	74	32	106	116	96	83.1	.....	100	626	8	.....	.....	9
Binet No. 3 (Alyea Street).....	46	18	64	67	55	81.5	.....	1,036	44	5	.....	.....	5
Robert Treat Binet.....	23	20	43	44	36	82.4	.....	133	.....	3	.....	.....	3
Waverly Avenue Binet.....	21	8	29	29	24	82.6	.....	222	7	2	.....	.....	2
Total Binet.....	240	110	350	372	310	83.2	1	2,366	1,437	1	1	.....	27
Open Air													
Camden Street Open Window.....	11	17	28	29	27	91.1	.....	75	.....	.....	1	.....	1
Carteret Open Window.....	12	18	30	14	29	92.6	1	.....	.....	.....	1	.....	1
Elizabeth Avenue Tubercular.....	36	32	68	34	46	86.7	.....	.....	.....	.....	1	.....	2
Garfield Open Window.....	10	16	26	16	10	82.4	.....	21	4	.....	1	.....	1
John Catlin Open Window.....	13	16	29	21	27	83.4	.....	26	.....	.....	1	.....	1
Joseph E. Haynes Open Window.....	17	11	28	26	29	86.9	.....	48	.....	.....	1	.....	1
Lafayette Open Window.....	14	17	31	25	23	91.3	.....	15	.....	.....	1	.....	1
Lawrence Street Open Window.....	13	12	25	23	25	90.2	.....	37	7	.....	1	.....	1
McKinley Open Window.....	10	21	31	8	29	86.4	.....	36	.....	.....	1	.....	1
Milford Open Window.....	15	16	31	15	23	85.4	.....	27	.....	.....	1	.....	1
Montgomery Open Window.....	17	12	29	29	24	88.9	.....	200	.....	.....	1	.....	1
Moses Bigelow Open Window.....	6	16	22	5	26	85.3	.....	35	9	.....	1	.....	1
South Market St. Open Window.....	15	16	31	30	27	91.1	.....	.....	.....	.....	1	.....	1
Total Open Air & Open Wind'w.....	189	220	409	387	344	88.5	1	534	20	1	13	.....	14

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment					Average Enrollment	Average Attendance	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar							Special	Kindergarten	Primary	Grammar	Men	Women
Blind																		
Robert Treat Blind	9	1	10				9	83.1	1	31	10		1					1
Washington Street Blind	5	7	12				12	91.8	3				1					2
Total Blind	14	8	22				21	19	4	31	10		2					3
School for Deaf	47	46	93				87	77	1	352			10					11
Crippled Children	30	20	50		50		22	22	47				1					1
Total Special	802	511	1,373	1	348	559	1,296	1,143	61	3,901	2,054	2	58		13		15	74
SUMMARY																		
Junior College	57	20	77				68											
Senior High	2,576	2,474	5,050				4,789											
Junior High	1,739	781	1,920				1,481											
All Year	5,877	5,682	11,559	2,181	5,704	1,172	1,481											
Elementary	28,046	27,816	55,882	8,760	28,564	3,674	8,914											
Special	802	511	1,373	1	348	559	1,296											
Grand Total	38,177	37,284	75,461	10,942	34,616	23,993	65,112	58,043	1,159	83,664	21,061	103	65	148	774	576	*384	†1,786‡

† Included in the faculty of South Side High School.

* Includes supervisors and special teachers.

‡ Includes the dean of high school girls.

DAY SCHOOLS—1919-1920
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment					Average Enrollment	Average Attendance	Per Cent. of Attendance	No. Who Have Not Been Absent or Tardy During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar							Special	Kindergarten	Primary	Grammar	Men	Women
Junior College.....	111	44	155	.....	College 155	.....	109	105	95.9	5	.....	.....	.....	.....	.....	.....	6	2
SENIOR HIGH																		
Barringer High.....	800	656	1,456	.....	High 1,456	.....	1,388	1,296	93.3	41	3,849	5	.....	.....	.....	.....	29	30
Central O. & M. T. High.....	970	1,104	2,074	.....	2,074	.....	1,838	1,679	91.3	40	4,729	5	.....	.....	.....	.....	56	25
East Side C. & M. T. High.....	357	365	722	.....	722	.....	736	691	93.7	51	2,738	2	.....	.....	.....	.....	25	23
South Side High.....	664	456	1,120	.....	1,120	.....	1,079	1,008	93.3	28	1,894	7	.....	.....	.....	.....	30	30
Total Senior High.....	2,791	2,581	5,372	.....	5,372	.....	5,041	4,674	92.7	160	13,210	104	.....	.....	.....	.....	140	109
JUNIOR HIGH																		
Cleveland Jr. High—9th grade.....	75	79	154	.....	154	.....	142	132	93.3	.....	106	10	.....	.....	.....	.....	2	4
Cleveland Jr. High—7th & 8th gr.	289	257	496	.....	.....	496	484	451	.....	4	.....	47	.....	.....	.....	12	1	11
Total	314	336	650	.....	154	496	626	583	93.1	4	106	57	.....	.....	.....	.....	3	15
Madison Jr. High—9th grade.....	55	70	125	.....	125	.....	117	107	91.	6	200	.....	.....	.....	.....	.....	2	4
Madison Jr. High—7th & 8th gr.	151	142	293	.....	.....	293	278	256	.....	6	492	.....	.....	.....	9	1	8	.....
Total	206	212	418	.....	125	293	395	363	91.9	12	692	.....	.....	.....	.....	.....	3	12
Robert Treat Jr. High—9th gr..	53	62	115	.....	115	.....	101	98	91.8	4	16	.....	.....	.....	.....	.....	.....	6
Robert Treat Jr. High—7th & 8th	212	195	407	.....	.....	407	377	347	.....	4	90	.....	.....	.....	.....	.....	.....	10
Total	265	257	522	.....	115	407	478	440	92.	8	106	.....	.....	.....	.....	.....	.....	16
Total Junior High.....	785	805	1,590	.....	394	1,196	1,499	1,336	92.4	24	904	57	.....	.....	.....	.....	6	43

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment					Average Enrollment	Attendance	Per Cent. of Attendance	No. Who Have Not Been During Year	Times Tardy	Number of Sessions Truant	Number Suspended or Expelled During Year	Number of Classes			Teachers			
	Boys	Girls	Total	Kindergarten	Primary								Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
ALL YEAR																			
Abington Avenue.....	899	841	1,740	347	948	445	1,309	1,220	89.1	2,913	2,677	.....	.....	3	19	13	5	38
Belmont Avenue.....	1,041	993	2,034	326	1,060	648	1,562	1,378	85.3	2,602	686	.....	1	3	22	17	3	45
Cleveland (Kdg.-6th gr.).....	797	824	1,621	304	848	469	1,308	1,223	89.4	721	31	.....	.....	3	19	12	6	39
Lafayette.....	1,364	1,389	2,753	414	1,454	885	1,980	1,687	85.2	11	5,787	.....	1	4	28	21	6	57
McKinley.....	1,452	1,442	2,894	627	1,495	772	2,399	2,107	93	80	6,000	1	1	7	35	19	5	67	
Monteith.....	908	878	1,786	304	931	551	1,530	1,345	87.9	2	1,064	485	.....	3	21	14	4	42
Newton.....	1,135	998	2,133	440	1,037	656	1,680	1,490	88.6	10	4,041	7	1	5	22	16	2	47	
Webster.....	744	723	1,467	239	789	439	1,258	1,165	92.5	26	1,553	213	.....	3	18	11	2	33
Total All Year.....	8,340	8,088	16,428	3,001	8,562	4,865	13,076	11,675	89.2	134	23,673	12,832	11	4	31	184	33	368	
ELEMENTARY																			
Alexander Street.....	441	428	869	105	387	377	688	688	90.8	11	624	30	.....	2	8	10	2	20
Avon Avenue.....	797	854	1,651	228	734	689	1,475	1,337	90.6	42	980	108	.....	3	17	16	2	37
Bergen Street.....	805	855	1,750	189	863	707	1,559	1,405	90.	41	1,511	33	.....	3	19	17	3	40
Berkeley.....	557	582	1,089	129	544	416	984	870	88.4	7	272	39	1	2	12	11	1	27	
Bruce Street.....	139	154	293	120	173	.....	227	196	86.3	.....	386	.....	.....	2	4	.....	.....	6
Burnet.....	753	799	1,552	193	819	540	1,256	1,078	85.8	9	1,447	855	7	2	16	14	2	33	
Camden Street.....	604	642	1,246	298	685	263	1,096	987	90.1	7	1,810	246	.....	4	15	7	1	27
Carret.....	738	718	1,456	245	751	460	1,311	1,194	91.	39	787	287	.....	3	18	12	1	35
Central Avenue.....	850	853	1,703	159	837	707	1,532	1,382	91.2	25	1,802	1,142	.....	2	17	18	5	39
Charlton Street.....	742	779	1,571	303	710	538	1,368	1,258	89.7	8	1,075	38	.....	5	16	15	3	39
Chestnut Street.....	554	531	1,085	151	583	351	851	742	87.2	6	1,153	742	.....	2	11	9	1	23

[illegible]

SUMMER SCHOOLS, 1919
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment				Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes				Teachers		
	Boys	Girls	Total	Kindergarten				Primary	Grammar	Special Pro- motion	Men	Women		
Alexander Street.....	249	227	476	28	253	195	425	377	88.7	1	1	13	2	15
Avon Avenue.....	315	315	630	38	311	281	538	486	89.9	1	.....	18	.....	22
Bergen Street.....	325	293	618	27	243	348	543	489	89.8	1	1	2	.....	21
Burnet.....	234	245	479	50	259	170	386	345	89.1	1	.....	1	.....	17
Camden Street.....	403	419	822	97	624	201	814	652	89.1	1	.....	20	1	23
Carteret.....	264	319	583	70	337	176	484	432	89.2	1	6	7	.....	17
Central Avenue.....	269	343	612	94	302	216	540	471	85.5	1	4	11	2	18
Charlton Street.....	333	367	720	67	350	303	623	565	89.	1	2	1	1	23
Cleveland (Kind'g'n-6th grade).....	375	382	757	60	425	272	748	608	88.7	1	.....	19	1	24
Eliot.....	185	224	409	27	195	187	342	311	90.4	1	.....	10	1	13
Fourteenth Avenue.....	294	252	546	82	280	184	467	429	91.2	1	4	2	1	18
Franklin.....	432	474	906	144	514	248	763	701	92.	1	4	1	.....	24
Hamilton (Miller Street).....	224	223	447	23	204	220	380	345	90.6	1	2	1	1	15
Hawkins Street.....	96	105	201	37	128	36	167	145	85.	1	2	1	.....	9
Hawthorne.....	214	210	424	22	226	176	398	340	88.6	1	.....	13	3	13
John Catlin.....	308	335	643	60	340	243	570	525	91.8	1	.....	20	4	20
Joseph E. Haynes.....	301	320	621	60	311	250	523	472	88.6	1	3	15	3	20
Madison (Kindergarten-6th gr.).....	230	182	413	30	340	43	349	305	87.2	1	4	7	1	16

Milford	267	219	436	25	250	202	449	412	91.7	1	.....	.....	16	4	15
Monmouth Street.....	333	355	688	45	312	331	574	522	89.7	1	.....	.....	18	2	21
Monteth (Hamburg Place).....	244	256	500	56	267	177	435	389	89.6	1	6	1	5	2	14
Moses Bigelow	245	259	504	57	251	196	424	365	88.	1	5	1	7	1	16
Robert Treat (Kind'g'n-6th gr.) ..	287	289	576	50	383	143	500	449	89.8	1	.....	.....	15	1	19
South Street.....	82	92	174	54	96	24	132	119	93.6	1	4	.....	.....	.....	6
South Eighth Street.....	282	291	573	39	292	242	471	419	88.1	1	1	1	14	1	19
South Market Street.....	147	132	279	19	158	102	237	228	90.7	1	.....	.....	8	2	9
South Tenth Street.....	174	141	315	24	163	128	267	241	90.1	1	3	1	5	2	10
Sussex Avenue.....	228	220	448	45	213	190	340	297	87.2	1	2	.....	9	1	13
Warren Street.....	265	331	506	80	439	77	521	477	91.2	1	.....	.....	16	1	19
Washington Street.....	155	130	285	37	130	118	245	207	81.7	1	.....	.....	8	.....	12
Webster	415	384	809	100	499	210	728	651	89.3	1	.....	.....	21	1	25
West Side.....	277	274	551	39	297	215	506	444	87.7	1	.....	.....	16	2	17
Total Elementary.....	8,472	8,619	17,091	1,686	9,301	6,104	14,889	13,218	89.2	32	54	15	387	41	513
Barringer High.....	448	314	762	.....	.....	.....	716	678	94.7	.....	.....	.....	.....	26	10
Central High.....	375	383	768	.....	.....	.....	722	684	94.8	.....	.....	.....	.....	26	9
Total Senior High.....	823	697	1,520	.....	.....	.....	1,438	1,362	94.8	.....	.....	.....	.....	52	19
Cleveland Junior High.....	147	152	299	.....	.....	205	267	250	93.6	.....	.....	.....	5	2	8
Madison Junior High.....	52	67	119	.....	.....	83	101	90	89.6	.....	.....	.....	8	4	4
Robert Treat Junior High.....	91	79	170	.....	.....	113	156	148	94.7	.....	.....	.....	4	4	5
Total Junior High.....	290	298	588	.....	.....	401	524	488	93.1	.....	.....	.....	12	10	17
Total for all schools.....	9,585	9,614	19,199	1,686	9,301	6,505	16,851	15,008	90.1	32	54	15	390	*117	*595

* Includes supervisors and special teachers.

SUMMER SCHOOLS, 1920

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment					Average Enrollment	Per Cent. of Attendance	Number of Classes				Teachers				
	Boys	Girls	Total	Enrollment		Average Enrollment		Number of Classes				Men	Women			
				Kindergarten	Primary			Grammar	Kindergarten	Primary	Grammar			Special Pro- motion		
Avon Avenue.....	392	360	752	53	395	304	625	566	.9036	1	.....	.....	2	20	.....	23
Bergen Street.....	326	312	638	34	294	310	545	499	.9158	1	1	.....	2	16	1	22
Burnet.....	285	251	516	62	277	177	437	395	.9009	1	.....	.....	.....	12	.....	15
Camden Street.....	302	342	644	61	461	122	561	489	.8677	1	.....	.....	.....	19	3	20
Carteret.....	278	284	562	56	344	162	491	442	.90	1	.....	.....	.....	14	.....	18
Central Avenue.....	299	340	639	77	370	192	545	493	.90	1	.....	.....	.....	15	1	19
Charlton Street.....	232	285	467	59	195	213	386	338	.8566	1	.....	.....	.....	13	1	19
Elliott.....	195	195	390	33	216	141	338	300	.8833	1	.....	.....	1	10	.....	13
Fourteenth Avenue.....	311	270	581	89	304	188	506	461	.898	1	4	2	2	8	1	18
Hamilton.....	263	225	428	18	202	208	376	347	.924	1	1	1	1	11	2	13
Hawkins Street.....	107	128	235	39	151	45	176	161	.9112	1	.....	.....	.....	5	1	7
Hawthorne.....	176	197	373	14	181	178	177	155	.8794	1	.....	.....	.....	13	2	14
John Catlin.....	270	281	551	44	295	212	469	425	.9033	1	.....	.....	.....	15	2	17
Joseph E. Haynes.....	264	260	524	45	251	228	444	388	.8561	1	2	.....	.....	13	5	13
Lincoln.....	181	167	348	41	159	148	299	267	.8922	1	.....	.....	.....	10	2	11
Madison (Kindergarten-6th gr.)..	215	214	429	34	131	264	366	323	.8790	1	4	1	1	7	.....	16
Milford.....	255	217	472	25	250	197	423	394	.9278	1	.....	.....	.....	15	2	15
Montgomery.....	286	288	574	28	295	251	452	418	.92	1	.....	.....	.....	17	4	17

Moses Bigelow.....	243	255	528	37	259	232	454	408	.8989	1	4	2	6	1	15
Robert Treat (Kind'g'n-6th gr.).....	251	238	489	41	338	110	432	396	.917	1	.....	.....	13	.....	17
Roseville Avenue.....	149	123	272	30	127	115	218	197	.9032	1	1	.....	6	1	9
South Street.....	60	71	131	31	100	.....	94	81	.85	1	.....	.....	3	.....	4
South Eighth Street.....	272	331	603	44	285	274	499	448	.885	1	1	1	16	3	21
South Market Street.....	105	131	236	19	125	92	210	188	.8825	1	.....	.....	8	1	9
South Tenth Street.....	206	127	333	24	194	115	305	281	.9191	1	3	1	6	.....	13
Summer Avenue.....	271	239	510	18	261	231	415	379	.91	1	.....	.....	14	1	15
Warren Street.....	309	292	601	124	403	74	542	503	.924	2	.....	.....	13	.....	18
Washington Street.....	169	141	310	35	162	113	233	210	.9082	1	.....	.....	8	.....	12
West Side.....	232	188	420	22	209	189	362	328	.9034	1	.....	.....	13	2	13
Total Elementary.....	6,824	6,732	13,556	1,237	7,234	5,085	11,380	10,290	.8967	30	21	11	339	36	436
Barringer High.....	584	393	977	.....	.....	.....	916	867	.9460	.....	.....	.....	.....	35	8
Total Senior High.....	584	393	977	.....	.....	.....	916	867	.9460	.....	.....	.....	.....	35	8
Madison Junior High.....	56	40	96	.....	.....	65	87	78	.8984	.....	.....	.....	.....	4	5
Robert Treat Junior High.....	48	49	97	.....	.....	78	84	77	.9140	.....	.....	.....	.....	4	5
Total Junior High.....	104	89	193	.....	.....	143	171	155	.9063	.....	.....	.....	.....	8	10
Total for all schools.....	7,512	7,214	14,726	1,237	7,234	5,228	12,467	11,302	.9047	30	21	11	339	*92	*470

* Includes supervisors and special teachers.

EVENING SCHOOLS—1918-1919

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Abington Avenue	166	80	246	103	80	77.8	3	3	3
Belmont Avenue.....	130	168	298	159	132	83.7	3	2	2
Bergen Street.....	24	47	71	31	27	86.4	1	1	1
Central Avenue.....	268	171	439	158	138	81.7	4	2	2
Cleveland.....	399	224	623	200	161	80.4	5	3	5
Franklin.....	80	40	120	50	40	79.3	3	8	2
Joseph E. Haynes.....	207	178	385	144	98	67.4	5	4	4
Lafayette.....	195	115	310	148	110	74.4	4	2	5
McKinley.....	156	99	255	137	110	77.5	4	3	4
Monteith.....	98	159	197	118	99	84.2	3	3	3
Newton.....	159	93	252	119	103	85.7	3	4	3
Robert Treat.....	43	27	70	38	32	84.5	2	3	3
South Street.....	135	79	214	138	103	74.7	6	1	4
South Eighth Street.....	81	73	154	80	62	77.6	4	1	4
South Tenth Street.....	168	100	268	140	115	82.4	5	2	2
Washington Street.....	150	70	220	126	103	81.8	2	3	3
Total.....	2,399	1,723	4,122	1,939	1,577	79.2	53	32	57
Foreign Department									
Abington Avenue.....	28	6	34	12	10	80.5	1	1	1
Belmont Avenue.....	61	95	156	72	55	76.9	6	3	4

Bergen Street.....	5	11	16	9	7	75.8	1	1
Central Avenue.....	35	9	44	15	12	79.7	1	1
Cleveland.....	29	23	52	30	22	72.4	2	2
Franklin.....	21	13	53	16	12	75.7	1	1
Joseph E. Haynes.....	37	22	69	20	13	67.9	1	1
Lafayette.....	140	11	151	69	49	71.1	3	8
McKinley.....	60	8	68	37	34	91.2	2	2
Monteith.....	36	6	42	41	32	76.9	2	1
Newton.....	31	2	33	17	12	73.5	1	1
Robert Treat.....	30	21	51	39	32	79.7	1	1
South Street.....	20	.....	20	16	14	86.	1	1
South Eighth Street.....	15	12	27	16	13	82.7	1	1
South Tenth Street.....	59	35	94	52	40	76.9	3	3
Washington Street.....	48	2	50	17	14	83.2	1	1
Total.....	655	275	930	478	371	77.3	23	21
High								
Bergen Street.....	408	573	981	353	261	73.9	16	9
Central C. & M. T. High.....	839	888	1,727	724	582	80.3	29	18
East Side C. & M. T. High.....	400	318	778	375	309	82.2	19	11
Franklin.....	146	187	333	129	92	71.2	5	7
Joseph E. Haynes.....	271	326	597	245	184	75.	13	3
Robert Treat.....	337	414	811	270	229	85.	17	6
Total.....	2,521	2,706	5,227	2,096	1,657	79.	99	54
Gymnasiums								
Barringer High.....	178	33	211	53	46	86.4	2	...
Madison.....	70	70	140	69	44	64.6	1	1
Total.....	248	103	351	122	90	74.2	3	1
Vocational								
Boys' Vocational.....	187	.....	187	119	105	88.	9	...
Fawcett School of Industrial Arts.....	754	340	1,094	530	453	86.9	24	6
Total.....	941	340	1,281	649	563	87.6	33	6

EVENING SCHOOLS—1918-1919—Continued

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
School for Deaf.....	8	43	56	39	32	83.8	—	—	6
Americanization Classes									
Council of Jewish Women.....	—	127	127	47	31	66.6	2	—	2
Jewish Sisterhood House.....	—	42	42	16	10	63.9	1	—	1
East Side.....	—	21	21	15	10	66.4	1	—	1
Bohemian Auditorium—Men.....	22	22	22	18	16	85.4	1	1	—
Bohemian Auditorium—Women.....	—	28	28	26	22	83.	1	—	1
Total.....	22	218	240	122	89	68.5	6	1	5
SUMMARY									
Elementary English.....	2,399	1,723	4,122	1,989	1,577	79.2	58	32	57
Elementary Foreign.....	655	275	930	478	371	77.3	28	8	21
Total Elementary.....	2,997	1,948	4,945	2,467	1,948	78.8	86	40	79
High Schools (including Regents)									
Gymnasiums.....	2,521	2,706	5,227	2,096	1,637	79.	—	99	54
Vocational.....	218	103	321	122	90	74.2	—	3	1
Deaf.....	941	340	1,281	649	563	87.6	—	33	6
Americanization Classes.....	8	48	56	39	32	83.8	—	—	6
Total.....	22	218	240	122	89	68.5	6	1	5
Grand Total.....	6,794	5,413	12,207	5,495	4,379	79.7	92	*186	*162

* Includes supervisors and special teachers.

EVENING SCHOOLS—1919-1920
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Abington Avenue	122	75	197	115	100	84.6	...	3	4
Belmont Avenue	153	169	322	204	179	87.9	...	3	6
Bergen Street	17	45	62	27	24	87.5	...	...	2
Carteret	197	93	290	167	141	84.3	...	4	5
Central Avenue	261	112	373	144	123	85.3	...	2	4
Cleveland	431	235	666	225	185	82.3	...	4	3
Franklin	93	55	148	88	69	78	...	...	5
Joseph E. Haynes	172	208	380	181	127	70.2	...	1	5
Lafayette	224	110	334	163	124	75.8	...	3	5
McKinley	160	167	327	205	168	81.9	...	3	3
Monteith	102	110	212	142	120	85.2	...	4	3
Newton	184	93	277	173	140	81.1	...	2	5
Robert Treat	39	22	61	53	49	92.3	...	...	2
South Eighth Street	61	90	151	87	72	82.8	...	2	3
South Tenth Street	139	108	247	137	110	80.3	...	2	4
Washington Street	193	78	271	138	114	82.6	...	...	4
Total	2,548	1,770	4,318	2,252	1,845	81.9	...	33	63
Foreign Department									
Abington Avenue	29	2	31	13	10	83.1	...	...	1
Belmont Avenue	78	21	99	52	40	78.6	...	...	2
Bergen Street	7	9	16	11	9	83.2	...	...	1

EVENING SCHOOLS—1919-1920—Continued

NAME OF SCHOOL	Enrollment			Average Enrollment	Average Attendance	Per Cent. of Attendance	Number of Classes	Teachers	
	Boys	Girls	Total					Men	Women
Carteret	46	2	48	31	24	75.7	...	1	2
Central Avenue	52	9	61	29	23	79.1	...	...	1
Cleveland	26	27	53	32	24	74.6	...	...	2
East Side High	35	...	35	35	30	85.9	...	...	1
Franklin	60	19	79	48	40	83.1	...	1	1
Joseph E. Haynes	108	36	144	49	37	75.8	...	1	3
Lafayette	170	14	184	77	52	67.8	...	3	3
McKinley	127	40	167	99	82	82.5	...	1	2
Monteith	47	2	49	45	35	78.5	...	1	1
Newton	24	...	24	16	12	75.6	...	1	...
Robert Treat	71	15	86	65	55	85.6	...	1	...
South Eighth Street	30	9	39	14	12	84.8	...	...	1
South Tenth Street	26	23	49	30	24	81.4	...	...	2
Washington Street	43	7	50	24	20	84.5	...	...	1
Total	969	235	1,204	670	529	79.3	...	9	26
High Schools									
Bergen Street	352	474	826	385	287	74.6	...	15	10
Central High	882	837	1,719	836	682	81.7	...	28	18
East Side High	453	355	808	453	366	80.9	...	20	11
Franklin	180	203	383	160	115	72	...	5	6
Joseph E. Haynes	254	282	536	230	183	79.5	...	11	2
Robert Treat	391	423	814	344	297	86.4	...	14	10
Total	2,512	2,574	5,086	2,408	1,920	80.2	...	93	57

Gymnasiums									
Barringer High.....	171	45	216	54	44	80.9	2	1	1
Madison	70	70	140	70	48	69.	1		
Total.....	241	115	356	124	92	74.2	3		1
Vocational									
Boys' Vocational.....	235	.....	235	156	141	90.	10		5
Fawcett	996	443	1,439	710	626	88.5	26		
Total.....	1,231	443	1,674	866	767	88.7	36		5
School for Deaf.....	19	30	49	37	32	86.4	....		6
Americanization Classes									
Charlton Street, 78 Barclay Street.....	.....	56	56	31	26	81.7	....		2
Bohemian Auditorium—Women.....	.....	23	23	19	17	89.7	....		1
Total.....	.....	79	79	50	43	83.6	....		3
SUMMARY									
Elementary—English.....	2,548	1,770	4,318	2,252	1,845	81.9	33		63
Elementary—Foreign	969	235	1,204	670	529	79.3	9		26
Total Elementary.....	3,517	2,005	5,522	2,922	2,374	81.2	42		89
High Schools.....	2,512	2,574	5,086	2,408	1,930	80.2	93		57
Gymnasiums	241	115	356	134	92	74.2	3		1
Vocational	1,231	443	1,674	866	767	88.7	36		5
Deaf	19	30	49	37	32	86.4	....		6
Americanization .....	.....	79	79	50	43	.....	....		3
Grand Total.....	7,520	5,246	12,766	6,407	5,238	82.	*187		*172

* Includes supervisors and special teachers.

INVENTORIES OF TEXT BOOKS IN THE SCHOOLS

Table I (1919)—Inventories by Subjects, Elementary Day and Evening Schools

	Elementary Day School							Evening Schools		
	No. of Books	Increase	Per Cent. Increase	Books Lost	Books Found	Net Loss	Per Cent. of Net Loss	No. of Books	Books Lost	Per Cent. Books Lost
Reading, 1st grade	46,780	*1,008	*.021	2,924	633	2,291	.049	122	8	.066
“ 2nd “	47,209	*4,513	*.087	2,604	847	1,757	.037	690	14	.020
“ 3rd “	42,737	*5,270	*.110	1,811	715	1,096	.026	812	36	.044
“ 4th “	45,718	*5,977	*.116	1,846	646	1,200	.026	1,101	42	.038
“ 5th “	58,719	*1,811	*.031	2,193	739	1,454	.025	1,977	28	.014
“ 6th “	29,906	* 601	*.020	1,062	409	653	.022	1,061	21	.020
“ 7th “	25,479	* 707	*.027	955	252	703	.028	675	4	.006
“ 8th “	17,339	* 581	*.032	398	194	204	.012	388	34	.088
Civics	5,078	* 256	*.048	102	93	9	.002	528	8	.015
Cooking	535	* 48	*.082	27	.....	27	.050	51	2	.039
Drawing	2,259	*11,529	*.084	282	249	33	.015	.....	.....	.....
Geography	42,988	*1,863	*.042	2,676	930	1,746	.041	701	7	.010
History	45,660	* 807	*.017	3,775	646	3,129	.069	1,573	95	.060
Language	26,654	* 669	*.024	1,069	617	452	.017	713	35	.049
Mathematics	53,974	* 697	*.013	1,723	513	1,210	.022	1,142	42	.037
Music	106,408	464	.004	5,129	1,883	3,746	.035	218	.....	.....
Penmanship	14,259	1,562	.123	71	6	65	.005	.....	.....	.....
Physiology and Hygiene.....	8,727	*1,613	*.155	298	51	247	.028	162	3	.019
Science	2,397	1,117	.873	32	3	29	.012	.....	.....	.....
Spelling	31,912	*2,699	*.078	2,092	293	1,799	.056	977	21	.021
Miscellaneous	15,856	262	.017	447	146	301	.019	4	.....	.....
Teachers' Use.....	14,558	3,212	.283	516	106	410	.028	9	.....	.....
Special	370	45	.138	2	.....	2	.005	.....	.....	.....
Circulating	2,949	* 433	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	688,471	*34,490	*.048	32,034	9,471	22,563	.033	12,904	400	.031
Junior College.....	1,061	1,061	.....	192	.....	192	.181	.....	.....	.....
High School.....	101,202	4,789	.050	3,901	1,260	2,641	.026	.....	.....	.....
Evening School (special) .....	.....	.....	.....	.....	.....	.....	.....	†6,104	†231	†.038
Evening High .....	.....	.....	.....	.....	.....	.....	.....	†4,686	†561	†.120
Total.....	790,734	*28,640	*.035	36,127	10,731	25,396	.032	23,694	1,192	.050

* Decrease.

† Including class in speech-reading for deaf.

‡ Including Fawcett School.

Table I (1920)—Inventories by Subjects, Elementary Day and Evening Schools

	Elementary Day School							Evening Schools		
	No. of Books	Increase	Per Cent. Increase	Books Lost	Books Found	Net Loss	Per Cent. of Net Loss	No. of Books	Books Lost	Per Cent. Books Lost
Reading, 1st grade	45,478	*1,302	*.028	2,109	490	1,619	.035	110	28	.230
“ 2nd “	45,185	*2,024	*.043	1,663	680	783	.017	660	50	.072
“ 3rd “	42,790	53	.001	1,341	665	676	.016	788	161	.198
“ 4th “	45,076	* 642	*.014	1,286	582	704	.015	872	66	.060
“ 5th “	57,898	* 821	*.014	1,842	583	1,259	.021	1,952	78	.039
“ 6th “	29,623	* 283	*.009	942	484	458	.015	1,039	66	.062
“ 7th “	25,777	298	.012	547	419	128	.005	774	8	.012
“ 8th “	19,019	1,680	.097	322	222	100	.005	444	4	.010
Civics	4,969	* 109	*.021	41	25	16	.003	496	33	.062
Cooking	638	103	.193	53	43	10	.019	47	4	.078
Drawing	2,385	126	.056	68	202	\$ 134	.059	2		
Geography	42,434	* 554	*.013	1,893	568	1,325	.031	713	34	.049
History	44,352	*1,308	*.029	3,076	320	2,756	.060	1,462	171	.109
Language	25,745	* 909	*.034	940	231	709	.027	661	21	.029
Mathematics	52,339	*1,635	*.030	1,860	470	1,390	.026	1,137	87	.076
Music	108,288	1,880	.018	3,172	2,247	925	.009	210	8	.037
Penmanship	12,920	*1,339	*.094	1,032		1,032	.072	48		
Physiology and Hygiene.....	9,001	274	.031	117	60	57	.007	158	5	.031
Science	1,435	* 962	*.401	60	20	40	.017			
Spelling	30,662	*1,250	*.039	2,068	439	1,629	.051	896	61	.062
Miscellaneous	15,643	* 213	*.013	739	108	631	.040	4		
Teachers' Use.....	14,576	18	.001	523	214	309	.021	15		
Special	368	* 2	*.005	2		2	.005			
Circulating	3,084	135								
Total Elementary.....	679,685	*8,786	*.013	25,696	9,272	16,424	.024	12,488	885	.069
Junior College.....	2,745	1,684	1.587	155	8	147	.139			
High School.....	108,693	7,491	.074	6,502	1,237	5,265	.052			
Evening School (special)								\$5,774	† 822	†.135
Evening High.....								\$3,970	† 408	†.086
Total.....	791,123	389	.0004	32,353	10,517	21,836	.028	\$3,970	† 408	†.086

* Decrease.

§ Gain.

† Including class in speech-reading for deaf.

‡ Including Fawcett School.

Table II (1919)—Inventories by Schools, Junior College, High and Elementary Day Schools

SCHOOL	Average Enrollment 1919	Total No. of Books 1919	Increase Over 1918	Books per Pupil 1919	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Not Used During Year	Amount of Appropriation Unexpended	Books Destroyed on Account of Contagious Diseases	Books Lost and Paid For
Newark Junior College.....	68	1,061	1,061	16.84	192	.....	192	.181	.....	.....	+	39
High												
Barringer	1,306	22,877	* 280	17.52	540	5	535	.023	2,240	\$3,546.69	+	323
Central	1,806	36,328	8,334	20.12	342	943	* 611	* .017	.....	3,430.83	42	300
East Side	592	13,576	* 1,005	22.93	2,846	233	2,083	.153	778	2,206.71	+	+
South Side	1,035	22,208	1,292	21.46	461	49	412	.019	541	2,579.57	34	209
Total High.....	4,739	94,989	3,341	20.04	3,689	1,260	2,429	.026	3,559	\$11,763.80	76	832
Junior High (9th Grade)												
Cleveland	148	2,126	423	14.36	29	.....	29	.014	.....	\$ 960.62	+	+
Madison	102	1,882	547	18.16	94	.....	94	.051	.....	+ 9.34	+	10
Robert Treat	114	2,235	468	19.60	89	.....	89	.040	.....	223.02	+	+
Total Junior High.....	364	6,213	1,448	17.07	212	.....	212	.034	.....	\$1,174.30	.....	10
Elementary												
Abington Avenue.....	1,312	13,244	1,353	10.09	836	536	290	.022	435	\$ 436.22	+	28
Alexander Street.....	1,331	* 1,168	* 1,475	14.62	59	95	* 36	* .003	54	+ 219.14	+	18
Avon Avenue.....	1,471	17,092	* 1,475	11.09	1,059	252	807	.047	.....	309.97	21	22
Belmont Avenue.....	1,612	23,809	* 499	14.76	435	62	363	.015	304	41.50	58	+
Bergen Street	1,524	15,453	* 167	10.14	147	5	132	.009	31	243.05	+	+
Berkely	981	9,288	* 126	9.47	166	9	157	.017	.....	+ 222.72	+	1
Bruce Street.....	239	1,621	* 234	6.26	3	66	* 63	* .039	198	101.40	+	+
Burnet	1,358	17,121	* 697	12.61	762	131	631	.037	112	211.92	+	15
Camden Street	1,131	13,141	* 623	11.62	242	27	215	.016	.....	159.03	21	7
Cartier	1,800	12,016	* 817	9.24	293	29	264	.021	.....	102.08	+	+
Central Avenue.....	1,359	14,931	* 778	10.99	411	201	210	.014	.....	129.08	+	14
Charlton Street	1,415	17,358	* 1,160	12.27	423	.....	423	.024	198	56.43	+	59
Chestnut Street	830	10,194	* 759	12.31	82	23	59	.006	.....	68.57	+	10
Cleveland	1,879	23,134	1,445	12.31	313	.....	313	.014	239	262.62	+	+
Dayton	57	1,026	* 82	18.00	.....	25	* 25	* .024	59	+ 105.26	+	1

Ellet	1,060	11,795	* 528	11.13	133	17	116	.010.	220	28.71	+
\$Elizabeth Avenue	2,261	13,931	29	8.90	184	122	62	.027	.....	75.73	+
Fourth Avenue	1,169	13,931	73	11.92	323	64	259	.....	.....	110.86	+
Franklin and Crippled Home	1,792	20,475	* 6,082	11.43	4,095	1,289	2,746	.134	.....	440.45	+
Garfield	1,249	15,160	* 389	12.14	449	29	420	.028	602	278.94	29
Hamilton	1,423	18,145	* 205	12.75	825	44	781	.....	.....	85.99	+
\$Hawkins Street	656	6,918	* 536	10.55	237	29	147	.021	29	66.91	+
Hawthorne	1,063	12,386	* 744	11.33	183	2	181	.015	351	248.88	+
John Catlin	1,857	19,691	2,583	10.59	596	220	376	.019	136	280.75	+
Joseph E. Haynes	1,645	19,075	* 6,470	11.60	4,412	771	3,641	.191	.....	10.86	29
Lafayette	1,933	22,784	* 2,784	11.67	1,564	915	646	.028	.....	288.64	+
\$Lawrence Street	286	2,810	* 1,620	9.86	104	39	65	.023	166	121.24	+
Lincoln	586	8,219	* 906	15.83	95	73	22	.003	83	43.80	+
Madison	1,371	15,229	* 137	11.11	375	5	870	.024	90	360.39	42
McKinley	2,377	19,775	778	8.32	1,483	122	1,361	.060	531	1,258.82	+
Milford	1,244	19,523	* 649	15.69	325	45	280	.014	.....	14.05	3
Monmouth Street	1,041	14,169	* 608	13.55	507	825	** 318	.....	.....	185.44	+
Monteth	1,041	20,497	* 1,035	13.22	690	205	485	.024	60	241.96	+
Montgomery	1,550	20,497	* 1,035	13.45	91	20	71	.006	295	692.39	+
Moses Bigelow	1,390	14,737	* 36	9.27	266	46	220	.015	73	409.00	10
Newton	1,715	18,639	792	10.85	638	114	524	.028	.....	263.81	1
Ridge	642	8,378	96	13.05	96	83	63	.008	1,177	304.84	1
Robert Treat	2,201	22,265	746	9.85	\$81,352	268	1,084	.049	.....	52.93	1
\$Roseville Avenue	421	6,151	* 833	14.61	177	59	163	.019	18	57.72	+
\$South Street	925	6,041	* 551	6.53	655	492	101	.027	.....	213.88	+
South Eighth Street	1,288	16,327	* 564	12.68	209	209	** 60	.013	894	98.17	+
South Market Street	563	8,997	* 1,302	15.98	193	188	** 60	** .007	84.19	84.19	+
South Tenth Street	884	17,382	* 730	19.66	190	212	** 22	** .001	399	36.10	2
\$Speedway Avenue	358	5,886	* 175	16.44	175	175	434	.044	631	57.48	9
Summer Avenue	721	9,665	* 783	13.40	595	174	27	.006	.....	37.96	+
\$Summer Place	349	4,217	* 172	12.08	217	43	174	.014	417	100.69	2
Sussex Avenue	933	12,114	* 545	12.98	144	6	109	.123	.....	283.88	2
\$Walnut Street	306	1,172	* 871	3.83	150	7	109	.017	.....	75.68	2
\$Warren Street	992	6,504	* 416	6.56	116	300	34	.003	172	93	10
Washington Street	798	11,866	* 847	14.24	334	19	136	.020	74	267.02	5
\$Waverly Avenue	658	6,900	* 747	10.57	155	19	136	.025	216	474.12	2
Webster	1,172	10,767	* 223	9.19	401	131	3572	.218	.....	4.298.67	+
West Side	1,427	16,380	* 2,129	11.48	4,274	702	** 87	** .014	.....	8.347	+
Special	819	6,085	530	7.43	64	151	.....	.....	.....	\$7,770.50	392
Total Elementary	59,534	685,522	* 34,057	11.51	32,034	9,471	22,563	.023	8,347	\$7,770.50	392
Circulating	.....	2,949	* 433	.....	.....	.....	.....	.....	.....	12,988.10	842
Total Elementary	59,534	688,471	* 34,490	11.56	32,034	9,471	22,563	.033	8,347	\$7,770.50	392
Total High	5,103	101,292	4,789	19.83	3,901	1,260	2,641	.026	3,559	12,988.10	76
Junior College	63	1,961	1,061	16.84	192	.....	192	.181	.....	.....	39
Grand Total	64,700	793,734	* 38,640	12.22	36,127	10,731	25,396	.032	11,906	\$20,708.60	308

¶ Includes books used in evening school. ¶¶ Included in elementary.

§ Primary schools having no grade above 6th. * Decrease. ** Gain. † Exceeded appropriation. ‡ No report. §§ 17 lost in summer school; 4 in evening school; 221 in library.

Table II (1920)—Inventories by Schools, Junior College, High and Elementary Day Schools

SCHOOL	Average Enrollment 1920	Total No. of Books 1920	Increase Over 1919	Books per Pupil 1920	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Not Used During Year	Amount of Appropriation Unexpended	Books Destroyed on Account Contagious Diseases	Books Lost and Paid For
Newark Junior College.....	109	2,745	1,684	25.19	155	8	147	.139	.....	†\$34.83	†	†
High												
Barringer.....	1,388	24,000	1,123	17.29	1,019	4	1,015	.044	.....	\$2,500.93	12	500
Central.....	1,838	88,896	2,508	21.16	2,684	994	1,690	.047	.....	732.13	250	419
East Side.....	736	15,614	2,638	21.21	1,090	5	1,085	.080	.....	†282.65	†	†
South Side.....	1,079	23,526	1,318	21.80	1,267	208	1,059	.048	594	2,071.87	38	187
Total High.....	5,041	1102,036	7,047	20.24	116,060	1,211	4,849	.051	594	\$5,022.28	300	1,106
Junior High (9th Grade)												
Cleveland.....	142	2,483	357	17.49	298	2	296	.139	...	\$ 955.88	†	7
Madison.....	117	1,995	143	17.05	89	.....	89	.048	...	347.67	†	†
Robert Treat.....	101	2,179	* 56	21.57	55	24	31	.014	...	1,171.44	†	†
Total Junior High.....	360	6,657	444	18.49	442	26	416	.067	.....	\$2,474.99	.....	7
Elementary												
Abington Avenue.....	1,369	13,835	591	10.10	807	216	591	.045	361	†\$330.41	†	†
Alexander Street.....	688	12,689	1,368	18.45	234	3	201	.018	578	†164.37	10	10
Avon Avenue.....	1,475	18,294	1,502	12.40	303	108	135	.008	121	† 78.35	†	†
Belmont Avenue.....	1,562	21,641	*2,159	13.85	570	.....	570	.024	.....	71.57	4	33
Bergen Street.....	1,559	15,373	* 80	9.86	465	235	230	.015	865	150.21	6	6
Berkeley.....	984	9,398	110	9.55	72	22	50	.005	.....	195.71	†	†
Brace Street.....	227	1,435	* 186	6.32	3	1	2	.001	.....	46.72	†	†
Burnet.....	1,258	16,731	* 390	13.32	474	72	402	.023	.....	213.28	†	†
Camden Street.....	1,124	12,731	* 410	11.32	210	11	199	.015	.....	114.71	25	25
Cartier.....	1,340	11,767	* 249	8.78	293	.....	293	.024	.....	387.76	†	†
Central Avenue.....	1,332	14,957	26	9.76	531	235	306	.021	663	153.60	†	24
Charlton Street.....	1,368	17,507	149	12.79	334	44	290	.017	231	†119.99	†	40
Chestnut Street.....	851	9,651	* 543	11.34	400	181	219	.021	139	10.47	13	15
Cleveland.....	1,852	22,417	* 717	12.10	951	53	898	.039	187	775.39	†	22
Dayton.....	39	1,086	60	18.40	38	.....	38	.037	.....	41.02	†	3

Elliot	1,042	11,737	* 58	11.26	81	5	76	.066	239	36.47	2	†
Elizabeth Avenue	238	2,248	* 13	8.38	81	24	57	.025	.....	10.79	†	†
Fourteenth Avenue	1,211	14,076	896	11.62	433	147	236	.021	.....	94.52	†	†
Franklin and Crippled Home	1,859	21,371	* 896	12.15	1,121	1,439	* 318	..016	600	54.27	†	†
Garfield	1,186	14,421	* 748	12.15	409	26	383	.025	.....	219.41	53	38
Hamilton	1,433	18,602	457	12.98	551	309	542	.030	.....	27.52	†	†
Hawkins Street	662	7,417	499	11.20	131	59	72	.010	.....	34.68	21	23
Hawthorne	1,120	11,985	* 401	10.70	172	.....	172	.014	.....	344.19	4	†
John Catlin	1,862	19,685	24	10.57	562	20	542	.027	464	132.42	†	†
Joseph E. Haynes	1,614	18,053	* 1,017	11.18	1,594	1,987	305	.011	305	333.26	28	32
Lafayette	2,009	20,921	* 1,863	10.41	1,861	1,283	3,638	.160	443	289.69	†	†
Lawrence Street	269	2,983	* 164	11.08	85	64	** 99	..010	178	85.63	†	†
Lincoln	537	8,344	125	15.53	920	117	103	.013	.....	32.86	†	†
Madison	1,357	14,639	* 600	10.78	651	76	615	.040	205	416.53	†	65
McKinley	2,358	18,063	* 1,772	7.63	1,112	123	869	.060	403	465.85	10	41
Milford	1,259	19,449	* 74	15.44	433	129	374	.016	.....	8.51	5	†
Monmouth Street	1,020	14,224	* 115	13.94	351	80	251	.018	1,243	223.78	†	16
Monmouth	1,530	19,487	* 1,010	12.73	465	86	379	.018	820	672.49	†	†
Montgomery	859	12,116	148	14.10	210	55	195	.016	921	38.63	†	†
Moses Bigelow	1,722	14,742	5	8.56	577	55	522	.036	540	315.13	15	†
Newton	1,630	13,026	* 613	10.72	452	135	317	.017	.....	499.14	†	†
Ridge	647	8,919	541	13.78	99	21	78	.009	439	176.93	4	†
Robert Treat	2,277	20,247	* 2,015	8.89	745	106	639	.029	.....	330.95	†	†
Roseville Avenue	390	6,031	* 120	15.46	91	28	63	.010	941	.60	†	†
South Street	996	6,391	350	6.41	255	215	40	.007	99	42.98	†	†
South Eighth Street	1,250	14,975	* 1,352	11.98	399	342	57	.003	.....	10.61	†	†
South Market Street	624	9,352	355	14.99	78	35	42	.005	235	505.77	†	†
South Tenth Street	872	17,082	* 300	19.58	186	89	147	.008	329	271.78	25	12
Speedway Avenue	329	5,493	* 393	16.69	62	106	** 44	..007	.....	15.97	6	†
Summer Avenue	775	9,463	* 960	12.13	882	511	371	.039	.....	12.55	†	†
Summer Place	362	4,453	236	12.30	26	.....	26	.066	.....	33.63	5	†
Sussex Avenue	910	12,513	404	13.75	147	8	139	.011	56	213.91	57	17
Walnut Street	318	1,363	191	4.28	27	9	18	.015	.....	34.66	†	†
Warren Street	7,097	593	593	8.94	57	15	42	.006	.....	240.60	12	15
Washington Street	765	10,857	* 509	14.19	408	174	234	.020	637	234.87	3	12
Waverly Avenue	617	6,672	* 288	10.81	213	23	190	.027	.....	19.58	5	1
Webster	1,258	10,476	* 291	8.32	424	196	228	.021	166	194.25	†	8
West Side	1,373	16,292	* 847	11.80	1,031	632	379	.023	.....	304.79	†	†
West	867	6,932	88	8.05	129	81	48	.003	22	1,013.64	†	†
Total Elementary	59,615	676,061	* 8,921	11.35	25,696	9,272	16,424	.024	12,714	† \$993.12	318	442
Circulating .....	.....	3,084	135	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary	59,615	679,685	* 8,786	11.40	25,696	9,272	16,424	.024	12,714	† \$993.12	318	442
Total High	5,401	108,693	7,491	20.12	6,502	1,297	5,265	.092	594	7,497.27	300	1,113
Junior College	109	2,745	1,684	25.19	155	8	147	.139	.....	† 454.83	†	†
Grand Total	65,125	791,123	389	12.15	32,353	10,517	21,896	.028	13,308	\$6,069.32	618	1,555

† Includes books used in evening school. ‡ Including \$26 books in the Central High all year school in the hands of pupils. ¶ Not includ-
ing \$96 books in the Central High all year school in the hands of pupils. §§ Included in elementary. † No report.
\$ Primary schools having no grade above 6th. * Decrease. ** Gain. ‡ Exceeded appropriation. † No report.

Table III (1919)—Inventories by Schools, Evening Schools

	Average Enrollment, 1919	Total No. of Books, 1919	Increase over 1918	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Books per Pupil
Fawcett School.....	530	556	42	208	—	208	.374	1.05
† High								
Bergen Street.....	353	1,105	34	85	—	85	.077	3.13
East Side.....	375	661	76	4	—	4	.006	1.76
Franklin.....	129	402	171	15	—	15	.037	3.12
Joseph E. Haynes..	245	741	* 150	86	—	86	.116	3.02
Robert Treat.....	270	1,221	* 90	163	39	124	.102	4.52
Total High.....	1,372	4,130	41	353	39	314	.076	3.01
Elementary								
Abington Avenue...	115	500	* 1	1	13	† 12	† .024	4.35
Belmont Avenue.....	231	2,312	* 176	27	—	27	.012	10.01
Bergen Street.....	40	432	* 12	12	—	12	.028	10.80
Central Avenue.....	173	1,194	* 228	55	8	47	.040	6.90
Cleveland.....	230	682	* 62	79	17	62	.091	2.97
Franklin.....	66	2,358	* 104	16	—	16	.007	35.73
Joseph E. Haynes..	164	1,778	* 692	186	57	129	.073	10.84
Lafayette.....	217	1,195	* 60	18	17	1	.0008	5.51
McKinley.....	274	868	* 32	32	—	32	.037	3.17
Monteith.....	159	396	* 40	28	—	28	.071	2.49
Newton.....	136	935	* 197	16	—	16	.017	6.88
Robert Treat.....	77	521	* 17	72	—	72	.138	6.77
South Street.....	154	438	73	10	83	† 73	† .167	2.84
South 8th Street....	96	1,167	* 38	38	—	38	.033	12.16
South 10th Street...	192	2,425	* 374	22	57	† 35	† .014	12.63
Washington Street	143	1,437	* 16	16	—	16	.011	10.05
Class in lip-reading for the deaf.....	39	77	30	—	—	—	—	1.97
Americanization Classes.....	122	293	293	3	—	3	.010	2.40
Total Element'y	2,628	19,008	*1,653	631	252	379	.020	7.23
Fawcett School.....	530	556	42	208	—	208	.374	1.05
Total High.....	1,372	4,130	* 41	353	39	314	.076	3.01
Total Elementary..	2,628	19,008	*1,653	631	252	379	.020	7.23
Grand Total.....	4,530	23,694	*1,570	1,192	291	901	.038	5.23

* Decrease. † Gain.

† Central High uses books of day school and does not keep a separate evening school inventory.

Table III (1920)—Inventories by Schools, Evening Schools

	Average Enrollment, 1920	Total No. of Books, 1920	Increase over 1919	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Books per Pupil
Fawcett School.....	710	586	30	239	4	235	.422	.83
† High								
Bergen Street.....	385	941	* 164	25	9	16	.014	2.44
East Side.....			§ * 661					
Franklin.....	160	394	* 8	11	2	9	.022	2.46
Joseph E. Haynes.....	230	708	* 33	44	7	37	.050	3.08
Robert Treat.....	344	1,341	120	84	13	71	.057	3.90
Total High.....	1,119	3,384	* 746	164	31	133	.032	3.02
Elementary								
Abington Avenue.....	131	489	* 11	2	1	1	.002	3.73
Belmont Avenue.....	256	2,164	* 148	524	240	284	.123	8.45
Bergen Street.....	38	625	193	7	16	† 9	† .021	16.45
¶ Carteret.....	198	449	11	36	7	29	.066	2.27
Central Avenue.....	173	1,198	4	50	6	44	.037	6.92
Cleveland.....	257	634	* 48	84	36	48	.070	2.47
Franklin.....	136	2,340	* 18	33		33	.014	17.21
Joseph E. Haynes.....	230	1,929	151	51	23	28	.016	8.39
Lafayette.....	240	1,121	* 74	81		81	.068	4.67
McKinley.....	304	669	* 199	338	99	239	.264	2.20
Monteith.....	187	335	* 61	61		61	.154	1.79
Newton.....	189	926	* 9	44	35	9	.010	4.90
Robert Treat.....	118	478	* 43	19	5	14	.027	4.05
South 8th Street.....	101	1,049	* 118	13	1	12	.010	10.39
South 10th Street.....	167	2,250	* 175	49	6	43	.018	13.47
Washington Street	162	1,201	* 236	291	13	278	.198	7.41
Class in lip-reading for the deaf.....	37	101	24					2.73
Americanization Classes.....	50	304	11	24		24	.062	6.08
Total Elementary	2,974	18,262	* 746	1,707	483	1,219	.064	6.14
Fawcett School.....	710	586	30	239	4	235	.422	.83
Total High.....	1,119	3,384	* 746	164	31	133	.032	3.02
Total Elementary.....	2,974	18,262	* 746	1,707	483	1,219	.064	6.14
Grand Total.....	4,803	22,232	* 1,462	2,110	523	1,587	.067	4.63

* Decrease. † Gain.

‡ Central High uses books of day school and does not keep a separate evening school inventory.

§ Books included in day school inventory.

¶ School transferred from South Street Evening.

Table IV (1919)—Inventories by Subjects

Senior High Schools

SUBJECT	Greatest No. of pupils taking subject		Number of Books		Increase	Per Cent. Increase		Books per Pupil per Subject	
	1919	1918	1919	1918		Books	Pupils	1919	1918
Commercial	3,291	2,727	7,130	6,686	444	.066	.206	2.17	2.45
English	5,070	4,866	32,316	31,112	1,204	.039	.042	6.37	6.39
French	1,193	698	5,651	4,613	1,038	.225	.709	4.74	6.60
German	456	1,210	11,355	11,350	5	.0004	*.623	24.90	9.38
Greek	16	2	121	122	* 1	*.008	7.000	7.56	61.00
Latin	2,018	2,010	6,565	6,440	125	.019	.003	3.25	3.20
Mathematics	3,702	3,770	7,814	8,237	* 423	*.051	*.018	2.11	2.18
Science	2,898	2,023	7,618	7,946	* 328	*.041	.433	2.63	3.92
History, Civics and Economics..	2,470	2,299	5,344	5,151	193	.037	.074	2.16	2.24
Spanish	894	524	3,343	1,170	2,173	1.857	.706	3.74	2.23
Musie			3,235	3,524	* 289	*.082			
Miscellaneous			3,315	3,592	* 277	*.077			
Totals.....	22,008	20,129	93,807	89,943	3,864	.043	†.093	†4.26	†4.46

‡ Junior High Schools

SUBJECT	Greatest No. of pupils taking subject		Number of Books		Increase	Per Cent. Increase		Books per Pupil per Subject	
	1919	1918	1919	1918		Books	Pupils	1919	1918
Commercial	662	323	874	791	83	.105	1.050	1.32	2.44
English	397	520	1,972	1,429	543	.380	*.237	4.97	2.74
French	292		468		468			1.60	
German	14	220	458	466	* 8	*.017	*.936	32.71	2.02
Latin	256	287	513	466	47	.101	*.108	2.00	1.62
Mathematics	541	487	891	896	* 5	*.006	.111	1.65	1.83
Science	373	306	414	219	195	.890	.219	1.11	.71
History, Civics and Economics..		49	56	60	* 4	*.067	*.....		1.22
Spanish	221	188	541	389	152	.391	.176	2.45	2.06
Miscellaneous			26	49	* 23	*.469			
Totals.....	2,755	2,380	6,213	4,765	1,448	.304	†.158	†2.26	†2.00

* Decrease. † Excluding music and miscellaneous.

‡ Includes only such books as are by tradition high school books, whether used in the eighth or ninth grades. Many books used by junior high school pupils are included in the elementary list.

Table IV (1920)—*Inventories by Subjects*
Senior High Schools

SUBJECT	Greatest Number of Pupils Taking Subject		Number of Books		Increase	Per Cent. Increase		Books per Pupil per Subject		Books Lost	Per Cent. Books Lost
	1919	1920	1919	1920		Books	Pupils	1919	1920		
Commercial	3,291	3,509	7,130	7,394	264	.087	.065	2.17	2.10	1,304	.183
English	5,070	5,222	32,316	32,367	51	.002	.030	6.37	6.19	1,973	.061
French	1,193	1,328	5,651	7,082	1,431	.253	.113	4.74	5.33	493	.087
German	456	122	11,355	11,273	* 82	*.007	*.732	24.90	92.40	326	.029
Greek	16	5	121	126	5	.041	*.687	7.56	25.20	.....	.....
Italian	.....	40	.....	104	104	.....	.....	.....	2.60	6	.....
Latin	2,018	1,926	6,565	6,851	286	.044	*.040	3.25	3.53	335	.051
Mathematics	3,792	3,916	7,814	8,387	573	.073	.037	2.11	2.14	686	.088
Science	2,895	2,812	5,869	.....	*1,749	*.242	*.020	2.63	2.00	922	.092
History, Civics and Economics	2,470	2,017	5,344	8,091	2,657	.500	*.183	2.16	3.96	521	.097
Spanish	894	1,540	3,343	5,322	1,979	.592	.722	3.74	3.45	440	.102
Music	.....	.....	3,285	4,855	1,620	.500	.....	.....	.....	606	.156
Miscellaneous	.....	.....	3,315	3,579	264	.080	.....	.....	.....	74	.022
Totals	22,008	22,447	93,807	\$101,210	7,403	.079	+ *.020	+4.26	+4.51	|| 6,886	.073

‡ Junior High Schools

SUBJECT	Greatest Number of Pupils Taking Subject		Number of Books		Increase	Per Cent. Increase		Books per Pupil per Subject		Books Lost	Per Cent. Books Lost
	1919	1920	1919	1920		Books	Pupils	1919	1920		
Commercial	662	596	874	641	*233	*.267	*.205	1.32	1.21	91	.104
English	397	348	1,972	1,958	* 14	*.007	*.123	4.97	5.02	104	.052
French	292	276	468	387	369	*.788	*.054	1.60	3.03	44	.094
German	14	.....	458	457	* 1	*.002	*100.000	32.71	.....	3	.007
Latin	256	293	513	459	* 54	*.105	.144	2.00	1.56	43	.083
Mathematics	541	514	891	934	43	.063	*.049	1.65	1.81	85	.095
Science	373	343	414	448	34	.082	*.083	1.11	1.30	15	.036
History, Civics and Economics	.....	.....	56	105	49	.875	.....	.....	.....	1	.018
Spanish	221	240	541	560	19	.035	.086	2.45	2.33	56	.104
Music	.....	.....	.....	240	200	.....	.....	.....	.....	.....	.....
Miscellaneous	.....	.....	26	58	32	1.230	.....	.....	.....	.....	.....
Totals	2,755	2,540	6,213	6,657	444	.071	+ *.078	+2.26	+2.02	442	.071

* Decrease. † Excluding music and miscellaneous.

‡ Includes only such books as are by tradition high school books, whether used in the 8th or 9th grades. Many books used by junior high school pupils are included in the elementary list.

§ Not including 826 books in the Central High all year school in the hands of the pupils.

|| Including 826 books in the Central High all year school in the hands of the pupils.

Table V (1919)—Number of Books Per Pupil According to Size of Schools (Not Including Kindergarten)

SCHOOL	Enroll- ment	Number of Books	Books per Pupil	
			1919	1918
GRAMMAR SCHOOLS Average Enrollment				
2000 and above—				
McKinley	2,377	19,775	8.32	8.12
*Robert Treat	2,261	22,265	9.85	9.32
Total	4,638	42,040	9.06	8.70
1500-2000—				
Belmont Avenue	1,612	23,800	14.76	14.43
Bergen Street	1,524	15,453	10.14	10.40
*Cleveland	1,879	23,134	12.31	12.32
Franklin and Crippled Home ..	1,792	20,475	11.43	15.85
John Oatlin	1,857	19,661	10.59	9.82
Joseph E. Haynes	1,645	19,075	11.60	15.29
Lafayette	1,953	22,784	11.67	12.16
Monteith	1,550	20,497	13.22	14.12
Moses Bigelow	1,590	14,737	9.27	13.20
Newton	1,718	18,639	10.85	11.42
Total	17,120	198,255	11.58	12.58
1000-1500—				
Abington Avenue	1,312	13,244	10.09	9.60
Avon Avenue	1,471	17,092	11.62	13.02
Burnet	1,358	17,121	12.61	14.58
Carteret	1,300	12,016	9.24	10.43
Central Avenue	1,359	14,931	10.99	11.95
Charlton Street	1,415	17,358	12.27	12.62
Eliot	1,060	11,795	11.13	12.98
Fourteenth Avenue	1,169	13,931	11.92	11.60
Garfield	1,249	15,169	12.14	13.06
Hamilton	1,423	18,145	12.75	12.95
Hawthorne	1,093	12,386	11.33	11.61
*Madison	1,371	15,229	11.11	10.75
Milford	1,244	19,523	15.69	16.52
Monmouth Street	1,041	14,109	13.55	13.73
South Eighth Street	1,288	16,327	12.68	13.96
Webster	1,172	10,767	9.19	9.61
West Side	1,427	16,380	11.48	10.42
Total	21,752	255,523	11.75	12.42
Below 1000—				
Alexander Street	775	11,331	14.62	16.63
Berkeley	981	9,288	9.47	10.44
Chestnut Street	830	10,194	12.28	14.02
Montgomery	890	11,968	13.45	12.86
Ridge	642	8,378	13.05	12.42
South Market Street	563	8,997	15.98	19.60
South Tenth Street	884	17,382	19.66	19.85
Summer Avenue	721	9,665	13.40	16.03
Sussex Avenue	933	12,114	12.98	13.28
Washington Street	798	11,366	14.24	16.21
Total	8,017	110,683	13.81	14.68
PRIMARY SCHOOLS Average Enrollment				
Including Seventh Grade—				
Lincoln	536	8,219	15.33	15.25
Total	536	8,219	15.33	15.25

* Not including 9th grade.

Table V (1919)—Continued

SCHOOL	Enroll- ment	Number of Books	Books per Pupil	
			1919	1918
Including Sixth Grade—				
Camden Street.....	1,131	13,141	11.62	12.41
Hawkins Street.....	656	6,918	10.55	11.15
South Street.....	925	6,041	6.53	7.27
Speedway Avenue.....	358	5,886	16.44	16.93
Summer Place.....	349	4,217	12.08	13.80
Waverly Avenue.....	658	6,900	10.57	11.65
Total.....	4,077	43,163	10.59	11.55
Including Fifth Grade—				
Roseville Avenue.....	421	6,151	14.61	16.18
Warren Street.....	992	6,504	6.56	7.06
Total.....	1,413	12,655	8.96	10.63
All Other Primary—				
Bruce Street.....	259	1,621	6.26	6.57
Dayton.....	57	1,026	18.00	19.10
Elizabeth Avenue.....	254	2,261	8.90	8.58
Lawrence Street.....	286	2,819	9.86	12.40
Walnut Street.....	306	1,172	3.83	5.84
Total.....	1,162	8,899	7.66	7.62

Summary of Totals

No. of Schools	Grammar			
2	Enrollment 2,000 and above.....	9.06	books	per pupil
10	“ 1,500-2,000.....	11.58	“	“
17	“ 1,000-1,500.....	11.75	“	“
10	“ below 1,000.....	13.81	“	“
	Primary			
1	Including 7th grade.....	15.33	“	“
6	“ 6th “.....	10.59	“	“
2	“ 5th “.....	8.96	“	“
5	All other primary.....	7.66	“	“

Table V (1920)—Number of Books Per Pupil According to Size of Schools (Not Including Kindergarten)

SCHOOL	Enroll- ment	Number of Books	Books per Pupil	
			1920	1919
GRAMMAR SCHOOLS Average Enrollment				
2000 and above—				
McKinley	2,358	18,003	7.63	8.32
*Robert Treat	2,277	20,247	8.89	9.85
Lafayette	2,009	20,921	10.41	11.67
Total	6,644	59,171	8.91	8.70
1500-2000—				
Belmont Avenue	1,562	21,461	13.85	14.76
Bergen Street	1,559	15,373	9.86	10.14
Central Avenue	1,532	14,957	9.76	10.99
*Cleveland	1,852	22,417	12.10	12.31
Franklin and Crippled Home	1,859	21,371	11.49	11.43
John Catlin	1,862	19,685	10.57	10.59
Joseph E. Haynes	1,614	18,058	11.18	11.60
Monteith	1,530	19,487	12.73	13.22
Moses Bigelow	1,722	14,742	8.56	9.27
Newton	1,680	18,026	10.72	10.85
Total	16,772	185,757	11.08	12.58
1000-1500—				
Abington Avenue	1,369	13,835	10.10	10.09
Avon Avenue	1,475	18,294	12.40	11.62
Burnet	1,256	16,731	13.32	12.61
Carteret	1,340	11,767	8.78	9.24
Charlton Street	1,368	17,507	12.79	12.27
Eliot	1,042	11,737	11.26	11.13
Fourteenth Avenue	1,211	14,076	11.62	11.92
Garfield	1,186	14,421	12.15	12.14
Hamilton	1,433	18,602	12.98	12.75
Hawthorne	1,120	11,985	10.70	11.33
*Madison	1,357	14,629	10.78	11.11
Milford	1,259	19,449	15.44	15.69
Monmouth Street	1,020	14,224	13.94	13.55
South Eighth Street	1,250	14,975	11.98	12.68
Webster	1,258	10,476	8.32	9.19
West Side	1,373	16,292	11.86	11.48
Total	20,317	239,000	11.76	12.42
Below 1000—				
Alexander Street	688	12,699	18.45	14.62
Berkeley	984	9,398	9.55	9.47
Chestnut Street	851	9,651	11.34	12.28
Montgomery	859	12,116	14.10	13.45
Ridge	647	8,919	13.78	13.05
South Market Street	624	9,352	14.99	15.98
South Tenth Street	872	17,082	19.58	19.66
Summer Avenue	775	9,405	12.13	13.40
Sussex Avenue	910	12,518	13.75	12.98
Washington Street	765	10,857	14.19	14.24
Total	7,975	111,997	14.04	13.81
PRIMARY SCHOOLS Average Enrollment				
Including Seventh Grade—				
Lincoln	537	8,344	15.53	15.33
Total	537	8,344	15.53	15.33

* Not including 9th grade.

Table V (1920)—Continued

SCHOOL	Enroll- ment	Number of Books	Books per Pupil	
			1920	1919
Including Sixth Grade—				
Camden Street.....	1,124	12,731	11.32	11.62
Hawkins Street.....	662	7,417	11.20	10.55
South Street.....	996	6,391	6.41	6.53
Summer Place.....	362	4,453	12.30	12.08
Total.....	3,144	30,992	9.85	10.59
Including Fifth Grade—				
Roseville Avenue.....	390	6,031	15.46	14.61
Speedway Avenue.....	329	5,493	16.69	16.44
Warren Street.....	882	7,097	8.04	6.56
Waverly Avenue.....	617	6,672	10.81	10.57
Total.....	2,218	25,293	11.40	8.96
All Other Primary—				
Bruce Street.....	227	1,435	6.32	6.26
Dayton.....	59	1,086	18.40	18.00
Elizabeth Avenue.....	268	2,248	8.38	8.90
Lawrence Street.....	269	2,933	11.08	9.86
Walnut Street.....	318	1,363	4.28	3.83
Total.....	1,141	9,115	7.98	7.66

Summary of Totals

No. of Schools	Grammar				
3	Enrollment	2,000 and above.....	8.91	books	per pupil
10	"	1,500-2,000.....	11.08	"	"
16	"	1,000-1,500.....	11.76	"	"
10	"	below 1,000.....	14.04	"	"
	Primary				
1	Including	7th grade.....	15.53	"	"
4	"	6th ".....	9.85	"	"
4	"	5th ".....	11.40	"	"
5	All other	primary.....	7.98	"	"

Promotion of Pupils in All Year Schools for the Four Terms of 1918-1919

SCHOOLS	** DECEMBER 1, 1918					MARCH 1, 1919					JUNE 1, 1919					AUGUST 26, 1919				
	On Roll Last Day of Term	No. Pro- moted	Number Not Pro- moted	Per Cent. Pro- moted	Per Cent. Pro- moted	On Roll Last Day of Term	No. Pro- moted	Number Not Pro- moted	Per Cent. Pro- moted	Per Cent. Pro- moted	On Roll Last Day of Term	No. Pro- moted	Number Not Pro- moted	Per Cent. Pro- moted	Per Cent. Pro- moted	On Roll Last Day of Term	No. Pro- moted	Number Not Pro- moted	Per Cent. Pro- moted	Per Cent. Pro- moted
Grammar and Primary	1,149	594	555	51.7	79.9	1,179	941	238	79.9	83.4	1,184	989	195	83.4	84.5	823	696	127	84.5	
	1,551	1,109	442	71.5	81.5	1,528	1,245	283	81.5	85.3	1,497	978	519	65.3	72.6	1,002	728	274	72.6	
	1,781	969	812	54.4	85.3	1,838	1,567	271	85.3	86.7	1,841	1,596	245	86.7	88.6	1,049	929	120	88.6	
	2,066	1,007	1,059	48.7	85.6	1,991	1,704	287	85.6	83.9	2,100	1,349	751	63.9	71.1	1,472	1,046	426	71.1	
	1,520	821	699	54	91.3	1,490	1,360	130	91.3	75.8	1,518	1,151	367	75.8	81.2	1,067	896	201	81.2	
Total	8,067	4,500	3,567	55.7	84.9	8,026	6,817	1,209	84.9	74.4	8,140	6,063	2,077	74.4	78.7	5,413	4,265	1,148	78.7	
* Kindergarten	199	29	170	14.5	23.3	176	41	135	23.3	23.2	203	47	156	23.2	36.9	65	24	94	36.9	
	198	30	168	15.1	17.9	179	32	147	17.9	25.6	176	45	131	25.6	24.3	111	27	84	24.3	
	216	43	173	19.9	23.7	194	46	148	23.7	16.8	214	36	178	16.8	27.7	141	39	102	27.7	
	394	35	359	8.8	26.5	373	99	274	26.5	.....	363	.....	.....	.....	24.6	240	59	181	24.6	
	280	1	279	.0	34.1	288	98	190	34.1	14.4	250	36	214	14.4	18.9	180	34	149	18.9	

* Kindergarten pupils are promoted at the age of six.

* Infantile paralysis affected promotions this term.

Promotion of Pupils in All Year Schools for the Four Terms of 1919-1920

SCHOOLS	DECEMBER 1, 1919					MARCH 1, 1920					JUNE 1, 1920					AUGUST 20, 1920				
	On Roll Last Day of Term	Number Promoted		Per Cent. Not Promoted	moted	On Roll Last Day of Term	Number Promoted		Per Cent. Not Promoted	moted	On Roll Last Day of Term	Number Promoted		Per Cent. Not Promoted	moted	On Roll Last Day of Term	Number Promoted		Per Cent. Not Promoted	moted
		During Term	Last Day				During Term	Last Day				During Term	Last Day				During Term	Last Day		
Grammar and Primary																				
Abington Avenue.....	1,223	3	954	269	77.1	1,261	...	868	333	68.4	1,265	...	974	291	75.8	809	...	607	202	75
Belmont Avenue.....	1,473	2	1,169	304	79.2	1,477	...	1,251	226	84.7	1,440	13	1,243	197	87.2	951	...	822	119	87.4
Cleveland (1-6).....	1,916	...	...	...	...	...	...	...	...	...	1,263	2	1,117	146	88.4	529	...	489	40	92.4
Clafayette.....	2,081	4	1,402	679	67.1	1,947	2	1,578	369	81	1,949	...	1,646	303	84.2	1,139	8	963	171	85.6
McKinley.....	1,354	11	1,127	227	83	1,366	29	1,248	118	89.5	1,362	25	1,230	132	90.1	660	5	1,112	444	72.7
Monteith.....	1,492	7	1,078	414	72.5	1,495	2	1,168	327	78.1	1,493	4	1,126	367	75.1	1,029	6	824	205	80.6
Newton.....	1,123	80	1,007	116	88.2	1,110	44	963	207	80.6	1,096	20	884	212	78.7	703	18	603	160	81.5
Webster.....	10,462	107	8,339	2,323	78.7	10,752	122	8,584	2,168	79.9	11,976	134	9,726	2,250	81.8	7,436	57	5,981	1,455	82.3
Totals.....																				
* Kindergarten																				
Abington Avenue.....	206	...	44	162	21.3	171	...	33	138	19.2	192	...	35	157	18.2	123	...	38	85	30.8
Belmont Avenue.....	200	...	34	166	17	176	...	34	142	19.3	198	...	39	159	19.6	129	...	40	89	31
Cleveland.....	...	...	...	...	...	...	...	...	...	...	158	...	31	126	20.2	69	...	18	51	26
Clafayette.....	222	...	37	185	16.6	168	...	38	130	22.6	197	...	40	157	20.3	123	...	25	98	20.3
McKinley.....	383	...	72	311	18.7	308	...	85	223	27.5	351	...	100	251	28.4	232	...	52	180	22.4
Monteith.....	185	...	32	153	17.3	161	...	39	122	24.2	203	...	56	147	27.5	61	...	2	59	3.2
Newton.....	265	...	52	214	19.6	240	...	49	191	20.4	250	...	48	202	19.2	201	...	50	151	24.8
Webster.....	151	...	25	126	16.6	130	...	25	105	11.5	155	...	39	125	19.4	143	...	40	103	28

* Kindergarten pupils are promoted at the age of six.

REPORT OF THE
Supervisor of Medical Inspection

To the Board of Education.

Gentlemen:—I submit herewith the statistical reports of the Department of Medical Inspection for the years of 1918-1919 and 1919-1920. The statistical records of the Public School Clinic as well as those of the Department in general are embodied in this report.

I wish to express my appreciation of the work of my assistants, both paid and volunteer. The high percentage of corrections obtained, and the good health that prevailed during the past two years is due to their efforts, and to the hearty co-operation of other departments of the Board.

The year 1918-1919 strained the efforts of those responsible for the work of the Department, due to the interruptions caused by the War and the influenza epidemic. It was hard to maintain our usual standard of efficiency with so many of the staff absent serving in the War.

It is gratifying to find, however, that in point of numbers, the record of 1917-1918 was exceeded in some departments.

There is great need of adding to the corps of assistants in the Public School Clinic a woman trained in social service work. If this is done, I feel sure it will increase the value of the work of the department to the public.

I also recommend that a second assistant Psychologist be appointed to enable that Department to render greater service to the school system.

Visits from members of the Board of Education and any others interested, will be greatly appreciated at the Public School Clinic, where every effort is being put forth to safeguard the health of the children of our city.

Respectfully submitted,

GEORGE J. HOLMES,
Supervisor of Medical Inspection.

COMPARATIVE TABLE OF MEDICAL INSPECTION OF NEWARK
PUBLIC SCHOOLS FROM 1918 TO 1920, INCLUSIVE

	1918	1919	1920
Total number of pupils inspected.....	360,209	344,184	393,950
Total number of pupils excluded.....	7,005	5,698	5,158
Total number of treatments given.....	97,795	102,307	124,527
Total number of pupils vaccinated.....	7,269	6,187	6,324
Total number of classes inspected.....	22,138	17,168	17,702
Total number of physical examinations.....	21,263	15,998	31,291
Total number of personal hygiene talks.....	14,786	12,055	14,306
Total number of home visits.....	29,081	21,569	21,248
Total number of pupils taken to dispensary.....	7,980	4,376	4,325
Total number of pupils taken to optician.....	487	522	347
Total number of pupils referred to charitable or- ganizations.....	124	91	33
Total number of haemoglobin tests conducted.....	.....	596	352
Total number of rooms fumigated.....	2,468	2,072	1,539
Total number of cultures taken.....	76	2,484	633
Total number of cases cured.....	23,112	36,822	39,197
Per capita cost of medical inspection.....	\$0.65 6/7	\$0.72 1/2	\$0.97
EXCLUSIONS			
Adenitis.....	.....	7	2
Chickenpox.....	260	356	187
Chorea.....	33	21	28
Contagious eye disease.....	639	350	412
Contagious impetigo.....	173	144	140
Abscess.....	5	2	2
Diphtheria.....	44	52	55
Erysipelas.....	.....	1	.....
Favus.....	.....	3	3
Fever, Headache, etc.....	666	1,762	1,805
Influenza.....	22	55	7
Measles.....	264	32	71
Mumps.....	811	47	316
Non-contagious eye disease.....	79	21	24
Not vaccinated.....	123	99	93
Pulmonary tuberculosis.....	26	11	1
Ringworm.....	68	41	57
Tonsillitis.....	238	261	221
Trachoma.....	14	8	9
Scabies.....	85	83	135
Skin disease.....	107	111	100
Scarlet Fever.....	31	16	27
Suppurating ear disease.....	36	17	18
Uncleanliness.....	387	355	275
Vermin.....	2,349	1,289	1,298
Whooping cough.....	85	33	83
Quarantine.....	.....	118	74
Others.....	450	408	215
TREATMENTS			
Acute conjunctivitis.....	29	145	90
Scabies.....	147	30	27
Ringworm.....	2,363	2,962	3,403
Impetigo.....	6,535	8,546	12,228
Favus.....	.....	19	22
Eczema.....	4,309	3,374	4,119
Molloscum contagiosum.....	.....	1	2
Infected wound.....	45,638	24,422	31,515
Vaccination dressings.....	26,564	39,373	53,579
Others.....	12,205	21,435	19,542

COMPARATIVE REPORT OF PHYSICAL EXAMINATIONS AND
DEFECTS FOUND

	1918-1919		1919-1920	
	Number	Percent.	Number	Percent.
Number of physical examinations.....	15,998	.....	19,616	.....
Number of normal pupils.....	3,580	22.50	6,652	33.92
Number of pupils with defects.....	12,418	77.50	12,964	66.08
Defects found—				
Nutrition.....	769	5.03	1,334	5.32
Enlarged cervical glands.....	703	4.60	1,268	5.02
Chorea.....	33	.22	33	.14
Cardiac disease.....	338	2.21	224	.89
Pulmonary tuberculosis.....	75	.50	65	.26
Skin disease.....	124	.82	193	.79
Defective spine.....	138	.91	82	.33
Defective chest.....	49	.33	67	.27
Defective extremities.....	107	.70	187	.78
Defective vision.....	1,424	9.31	2,496	9.96
Defective hearing.....	110	.72	173	.76
Defective nasal breathing.....	721	4.66	717	2.85
Defective teeth.....	8,868	57.90	12,546	50.23
Deformed palate.....	221	1.45	1,458	5.84
Impediment of speech.....	210	1.39	205	.83
Hypertrophied tonsils.....	735	4.81	2,877	11.66
Post nasal growth.....	480	3.14	946	3.84
Mentality.....	198	1.30	164	.74
	15,303	100.00	25,035	100.00

COMPARATIVE RECORD OF CASES COMPLETED FOR THE PAST
TWO YEARS

	1918-1919	1919-1920	1918-1919	1919-1920
Number of cases referred for treatment.....	37,690	34,194		
Number of cases treated by nurses.....	17,149	19,375		
Number of cases referred to other agencies for correction.....	20,541	15,819		
Number excluded.....	4,218	2,548		
Number of days lost in attendance.....	19,249	17,360.5		
Cured.....	36,822	33,760	97.6%	98.7%
Improved.....	662	307	1.7%	.9%
Not improved.....	206	127	.7%	.4%
Number of pairs of glasses obtained.....	1,572	612	4.2%	1.7%
Number of operations for tonsils.....	952	216	2.5%	.6%
Number of operations for adenoids.....	470	90	1.2%	.2%
Number who received dental treatment.....	5,261	1,892	14.2%	5.5%

COMPARISON NUMBER OF DAYS LOST BECAUSE OF QUARANTINE

	Number of days lost		Per cent.	
	1918-1919	1919-1920	1918-1919	1919-1920
Scarlet Fever	5,129	5,354.5	12.33	10.66
Chickenpox	8,759	4,120.5	21.08	8.25
Mumps	44	160.5	.10	.32
Whooping Cough.....		5,523.5		11.08
Scarletina		28.5		.05
Spinal Meningitis	61	79	.15	.13
Meningitis	27.5	109.5	.06	.25
Diphtheria	6,621.5	4,271.5	15.93	8.36
Smallpox	38.5	5	.09	.01
Pneumonia	1,733	910.5	4.15	1.85
German Measles.....	114	69	.28	.12
Influenza	18,007	1,524	43.29	3.09
Measles	1,049	28,011.5	2.54	55.83
	<hr/> 41,585.5	<hr/> 50,167.5	<hr/> 100.00	<hr/> 100.00

STATISTICS, FACTS, AND INFORMATION CONCERNING ALL PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND
THE OPEN AIR SCHOOL FOR THE SCHOOL YEAR, 1918-1919, INCLUSIVE

	Camden	Cartaret	Garfield	Lafayette	Morton	Lawrence	Montgomery	McKinley	Millford	Open Air	Moses Bigelow	John Catlin	South Market
Number of pounds gained by all pupils.....	231½	282¾	133	428	158¾	386	287½	160¼	158	375¼	225	111	91
Number of pounds lost by all pupils.....	1¾	65¼	1¾	.....	.....	.....	.....	.....	2	7¾	11	4	1¼
Net gain.....	229½	217½	132¾	428	158¾	386	287½	160¼	156	367¾	214	107	89¾
Average weight gained by each pupil (pounds).....	4.8	4.7	4.1	4.5	4.16	8.5	7.3	3.7	4¾	11.18	3	4	3.03
Total gain in haemoglobin of all pupils.....	100%	110%	203%	345%	90%	370%	185%	170%	185%	145%	130%	305%	130%
Total loss in haemoglobin of all pupils.....	40%	.....	20%	.....	.....	.....	3%	.....	3%	70%	8%	10%	.....
Net gain.....	60%	110%	183%	345%	90%	370%	180%	170%	184%	75%	123%	295%	130%
Average percentage of gain in haemo- globin per pupil.....	12%	2.3%	5%	6.9%	.011%	7.8%	4.7%	3.5%	5%	1.5%	.043%	.00%	4.33%
Total enrollment of class for 1919.....	47	48	172	50	38	47	39	31	36	68	36	50	30
Capacity of class.....	30	30	30	30	30	30	30	30	30	48	30	30	30
Maximum enrollment of class.....	31	30	30	50	44	30	39	50	30	78	30	31	30
Average enrollment for 1918.....	27	29.5	27.9	28.88	28.83	30	29	30	28 2/10	47.5	23	29	29.46
Average attendance for 1918.....	35	28.1	27.2	26.16	25.19	23	26	26.5	23 1/10	43	18	25	26.55
Average attendance for 1919.....	30	29.1	27.8	29.7	29.40	28	30	29.1	29 1/10	46	27	27	29.5
Average attendance for 1919.....	27	26.9	23.6	27.3	25.57	25	26	26	28 1/10	40	24	24	26.9
Average age on entrance.....	9.3	10.2	9	9.04	8	8	11	10.7	9	9.2	10	9	9
Average weight on entrance (pounds).....	57.9	52.9	52	47.5	58.61	48	63.2	53.4	54	56.8	66.85	61.5	54.25
Number of pounds below normal on en- trance (as to height).....	225.5	249	200	278	215	211	139	306	151	332	83	82¼	244
Average per cent. of haemoglobin.....	76%	67%	75%	64%	70.65%	67%	72%	67%	69%	69%	75%	70¾%	72%
Total number of physical defects.....	6	57	32	60	120	94	117	122	55	119	20	96	32
Average number of physical defects.....	.12	1.2	.24	1.2	3.15	.04	3	2½	1	1.8	1¼	2	1.06
Average time on roll, months.....	3.4	6.1	7	8.3	7	9	7.5	6.7	6	10	7	5.6	10

Per cent. of enrollment having a family history of tuberculosis.....	4%	.....	.....	.....	12%	4%	.....	68.7%	.266%	.....	3%
Per cent. of total enrollment having been in direct contact with tuberculosis.....	1%	.....	.....	.....	12%	4%	.....	68.7%	.266%	.....	3%
Per cent. of total enrollment having physical signs of tuberculosis.....	.....	.....	.....	.....	5%	2%	.....	100%	.....	.....	.....
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test.....	.....	.....	.....	.....	.....	.....	.....	71.9%	.....	.....	.....
Per cent. of total enrollment subnormal in weight as to height.....	76%	74%	65%	.....	.....	2 6/10%	72%	61.5%	70%	47%	85.15%
Per cent. of total enrollment above normal as to height.....	14%	26%	10%	.....	4%	6%	14%	4.2%	10%	37 1/2%	14.85%
Per cent. of total enrollment that were normal as to height.....	10%	3%	25%	.....	10%	2%	14%	34.3%	20%	14 7/12%	.....
Per cent. of those having physical defects who received treatment directly due to efforts of Medical Inspection Department.....	14%	68%	100%	.....	100%	100%	36%	100%	70%	100%	1.66%
Average gain in haemoglobin.....	15%	2.3%	5%	.....	.02%	6.7%	5%	15.5%	.44%	6 1/2%	1.00%
Per cent. of total enrollment in whom the disease in lungs was arrested.....	21%	56%	95%	.....	.....	4%	.....	26%	.....	54%	.....
Per cent. of total enrollment cured.....	42%	8.1%	4.8%	.....	100%	100%	77%	9%	.....	12 1/2%	100%
Per cent. of total enrollment not improved.....	37%	32.3%	.2%	.....	.....	.....	1%	17%	.....	33 1/2%	.....
Per cent. of total enrollment that died.....	.....	.....	.....	.....	.....	.....	.....	1%	.....	.....	.....
Per cent. of total enrollment that earned promotion.....	42%	56.66%	62.3%	.....	83 1/2%	85%	83.2%	84%	90%	60%	66 2/3%
Per cent. of total enrollment that failed promotion.....	58%	40.33%	37.1%	.....	16 2/3%	15%	16.8%	16%	10%	40%	33 1/3%
Per cent. of total enrollment transferred back to their regular classes.....	21%	33.3%	20%	.40%	27%	50.3%	7.8%	13.2%	12%	40%	.65%

STATISTICS, FACTS, AND INFORMATION CONCERNING ALL PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND
THE OPEN AIR SCHOOL FOR THE SCHOOL YEAR, 1919-1920, INCLUSIVE

	Camden	Carteret	Garfield	Lafayette	Morton	Lawrence	Montgomery	McKinley	Millford	Open Air	Moses Bigelow	John Catlin	South Market
Number of pounds gained by all pupils.....	120¼	255¾	131	369	151¼	232	230.25	165	136	308.10	164¼	205¼	74½
Number of pounds lost by all pupils.....	4½	67¾	12	.....	.....	.....	3	5	1	.....	2	1¾	.....
Net gain.....	115¾	188	119	369	151¼	232	227.25	160	132	308.10	162½	203¾	74½
Average weight gained by each pupil (pounds).....	4.5	4.5	3.5	7	3.6	4.4	7.83	3.8	4¼	6.42	3 7/20	4.5	2½
Total gain in haemoglobin of all pupils.....	235%	265%	300%	325%	305%	165%	226%	90%	275%	185%	180%	145%	80%
Total loss in haemoglobin of all pupils.....	35%	165%	5%	.....	.....	.....	5%	.....	5%	80%	30%	10%	30%
Net gain.....	200%	199%	295%	325%	305%	165%	221%	90%	270%	105%	150%	135%	50%
Average per centage of gain in haemoglobin per pupil.....	6.5%	3.4%	10.3%	6.2%	7.2%	3.1%	7.62%	2%	5%	2.10%	3%	3.2%	1.9%
Average per cent. of haemoglobin.....	72.5%	78.4%	67%	65%	76.3%	67%	65%	43%	69%	65%	72%	70%	68.8%
Total enrollment of class for 1920.....	41	56	47	52	42	32	50	43	50	77	44	46	28.7
Capacity of class.....	30	30	30	30	30	30	30	30	30	48	30	30	30
Maximum enrollment of class.....	30	30	27	30	30	29	50	30	29.8	48	26	31	26.47
Average enrollment for 1919.....	23	29.1	23.3	29.7	29.40	22.5	29	29.1	28.45	46	24	27	26.47
Average attendance for 1919.....	25.8	26.90	19.5	26.4	25.57	98	25	26.8	25.02	40	19	23	24.62
Average enrollment for 1920.....	24	28.3	17.4	28.9	29.30	27.5	26	30	27.24	47	22	25	28.7
Average attendance for 1920.....	24.2	25.5	14.4	25.9	25.48	92.8	24	27.8	23.24	41.6	17	22	25.23
Average age on entrance.....	9	10	10.8	9.6	9.5	9	10	8.7	9	11	10	7.6	9.1
Average weight on entrance (pounds).....	55.01	53.9	57	52	53.61	41.2	63.2	53.4	59	58.8	59.1	55.8	50.35
Number of pounds below normal on entrance (as to height).....	168.5	242.5	200	367	218	185	224	372	275	328	314.50	264	343½
Total number of physical defects.....	9	72	88	116	146	91	87	111	131	129	56	15	49
Average number of physical defects.....	.2	1.3	2	2.2	3.4	1.74	1.8	2.58	2½	2.8	1.14	.3	1.6
Average time on roll, months.....	5.35	5.3	10.6	7	7.35	5	10	6.7	4¼	8	2½	9.8	10

Per cent. of enrollment having a family history of tuberculosis.....	30%	3.6%	.....	.001%	11.9%	.003%	.....	.003%	14%	43.7%	10%	.07%	2.33%
Per cent. of total enrollment having been in direct contact with tuberculosis.....	13½%	.....	.....	.....	11.9%	.....	.....	.....	18%	67.7%	.....	.....	2.33%
Per cent. of total enrollment having physical signs of tuberculosis.....	.....	.....	.....	.....	7%	.....	.....	.....	.....	100%	.....	.09%	.....
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test.....	.....	3.6%	.....	.001%	.....	.....	.....	.....	.....	73.4%	.....	.07%	.1%
Per cent. of total enrollment subnormal in weight as to height.....	60%	67.8%	65%	94%	69%	100%	99%	63%	84%	63.5%	65%	84.7%	100%
Per cent. of total enrollment that were normal as to height.....	12.75%	9%	20%	.....	19.1%	.....	1%	15%	14%	31.1%	7%	.....	.....
Per cent. of total enrollment above normal as to height.....	27.25%	23.2%	15%	6%	11.9%	.....	.....	20%	5%	5.4%	28%	15.3%	.....
Per cent. of those having physical defects who received treatment directly due to efforts of Medical Inspection Department.....	39%	63.9%	88.3%	100%	100%	100%	10%	100%	58%	100%	28%	28%	100%
Per cent. of total enrollment in whom the disease in lungs was arrested.....	21.9%	60%	18.3%	80%	.....	21%	.....	17%	30%	29.9%	.....	.....	.....
Per cent. of total enrollment cured.....	75.5%	30%	64.4%	20%	100%	79%	98%	63%	70%	89.5%	100%	100%	100%
Per cent. of total enrollment not improved.....	2.6%	10%	17.3%	.....	.....	.....	2%	20%	.....	.....	.....	.....	.....
Per cent. of total enrollment that died.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1%	2%	.....	.....
Per cent. of total enrollment that earned promotion.....	93½%	79%	67%	100%	90.47%	88%	86%	85%	76.2%	89%	70%	71.7%	50%
Per cent. of total enrollment that failed promotion.....	6¾%	21%	33%	.....	9.53%	12%	14%	15%	23.8%	11%	30%	28.3%	50%
Per cent. of total enrollment transferred back to their regular classes.....	86%	53%	47.6%	.05%	28%	21%	62%	43%	40%	20%	34%	42.2%	16¾%

REPORT OF CASES SEEN AND TREATED IN PUBLIC SCHOOL
CLINIC FROM JULY 1ST, 1918, TO JUNE 30TH,
1920, INCLUSIVE

Eye Department

	1918-1919	1919-1920
Number of new cases seen and treated.....	1,717	1,678
Number of old cases seen and treated.....	9,735	5,516
Total	11,452	7,197

	Essent'l Diagnosis July 1, 1918- June 30, 1919	Sec'dary Diagnosis July 1, 1919- June 30, 1920	Essent'l Diagnosis July 1, 1919- June 30, 1920	Sec'dary Diagnosis July 1, 1919- June 30, 1920
<i>Affections of the Conjunctiva</i>				
Conjunctivitis—Acute catarrhal....	90	13	28	....
Acute contagious.....	....	....	38	1
Follicular	28	2	23	....
Trachomatous	11	....	12	....
Marginal phlyctenular	26	....	....	....
Muco purulent.....	7	....	....	....
Hemorrhage, sub-conjunctival, traumatic	6	....	1	....
Pinguecula .....	....	....	1	....
<i>Affections of Cornea</i>				
Burn of cornea.....	....	....	1	....
Foreign body in cornea.....	12	....	7	....
Keratitis—Phlyctenular	14	4	16	2
Leucoma, adherent.....	....	....	1	....
Macula of cornea.....	25	....	4	....
Contusion of eye ball.....	6	....	....	....
Cataract—Congenital	1	....	....	....
Posterior polar.....	2	....	....	....
Traumatic	2	....	....	....
Ulcer of cornea, infected	6	2	14	....
traumatic	4	....	....	....
<i>Errors of Refraction</i>				
Anisometropia .....	....	....	2	....
Astigmatism—Hypermetropic	174	10	180	....
Myopic, compound..	4	3	184	....
Mixed .....	....	....	63	....
Myopic, simple.....	154	6	....	....
Myopic, mixed.....	116	6	....	....
Hypermetropia	563	22	762	14
Myopia	100	14	115	9
Emmetropia	9	....	8	....
<i>Affections of the Lens</i>				
Cataract—Congenital .....	....	....	1	....
Congenital, calcareous degeneration .....	....	....	1	....
Traumatic .....	....	....	1	....
<i>Affections of the Muscles and Nerves</i>				
Nystagmus .....	....	....	4	....
Strabismus—Alternating	15	3	6	....
Convergent	47	11	16	8
Divergent .....	....	....	....	2

Essent'l Diagnosis	Sec'dary Diagnosis	Essent'l Diagnosis	Sec'dary Diagnosis
July 1, 1918- June 30, 1919	July 1, 1919- June 30, 1920	July 1, 1919- June 30, 1920	

Affections of the Eye Lids

Abscess of upper lids.....	....	....	1	....
Blepharitis, marginal.....	42	6	55	....
Chalazion.....	8	....	2	....
Eczema of lids.....	15	3	9	....
Granulouva lower lid.....	....	....	1	....
Hordeolum.....	68	3	63	....
Burn upper and lower lid.....	....	....	1	....
Contusion of lid.....	5	1	1	....
Sebaceous cyst.....	1
Abscess.....	6	2

Affections of the Lachrymal Sac

Dacryocystitis.....	4
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Diversa

Examinations which proved negative.....	51	38
Amblyopia.....	3	13
Coloboma iris and choroid.....	2
Phthisis bulbi.....	1	....	1	....
Pseudo glioma.....	....	....	1	....
Lateral nystagmis.....	5	....	....	....
Glasses prescribed.....	....	839	602	....
Glasses paid for.....	....	407	561	....
Glasses given free.....	....	195	278	....
Number operations advised for trachoma.....	....	....	4	....
Number operations advised for strabismus.....	....	....	3	....
Number children referred to Class for Blind.....	....	....	4	....

July 1, 1918- July 1, 1919-
June 30, 1919 June 30, 1920

Ear, Nose and Throat Department

Number of new cases seen and treated.....	461	571
Number of old cases seen and treated.....	1,073	594
Total.....	1,534	1,165

Essent'l Diagn's	Sec'dary Diagn's	Essent'l Diagn's	Sec'dary Diagn's
July 1, 1918- June 30, 1919	July 1, 1919- June 30, 1920	July 1, 1919- June 30, 1920	

Ear

Abscess of auricle.....	....	....	1	....
Catarrhal deafness.....	....	....	14	8
Defective hearing.....	....	....	2	....
Eczema of ear.....	2	....	1	....
Eustachian catarrh.....	....	....	3	4
Furuncle external canal.....	7	....	9	....
Impacted cerumen.....	34	....	9	....
Old healed perforation.....	....	....	1	....
Retracted drums.....	3	....	1	....
Aural neuralgia.....	2	....	....	....
Foreign body in ear.....	5	....	....	....
Otitis Media—Acute chronic.....	....	....	10	....

	Essent'l Diagn's	Sec'dary Diagn's	Essent'l Diagn's	Sec'dary Diagn's
Purulent acute.....	29	....	54	5
Purulent chronic.....	27	....	51	....
Catarrhal chronic.....	....	....	5	....
Catarrhal acute.....	13	....	....	....
Chronic with per- foration dry.....	4	....	....	....
<i>Nose</i>				
Abscess of nose.....	....	....	1	....
Adenoids—naso pharynx.....	23	133	24	34
Deflected septum.....	14	....	14	....
Eczema of nose.....	....	....	1	1
Furuncle of nose.....	....	....	3	....
Pharyngitis—Atropic .....	....	....	2	....
Rhinitis—Acute catarrhal.....	9	....	7	....
Atropic .....	....	....	5	....
Chronic atropia.....	6	....	....	....
Hypertropic .....	....	....	1	....
Chronic hypertropia.....	3	....	....	....
Muco purulent.....	2	....	5	....
Contusion of nose.....	2	....	....	....
Epistaxis	4	....	2	....
<i>Throat</i>				
Diseased tonsils.....	....	....	11	6
Laryngitis—Acute .....	....	....	3	....
Chronic .....	....	....	2	2
Tonsilitis—Acute follicular.....	....	....	3	....
Hypertrophy	133	10	135	14
Sub-acute .....	....	....	4	1
Chronic follicular	6	....	....	....
Acute catarrhal.....	1	....	....	....
Ulcer of palate.....	....	....	1	....
Catarrh—Acute aural.....	6	....	....	....
Cleft palate.....	1	....	....	....
Acute pharyngitis	2	....	....	....
<i>Diversa</i>				
Apthae stomatitis.....	....	....	1	....
Speech defect.....	5	....	....	....
Negative examinations.....	34	....	49	....

July 1, 1918: July 1, 1919-
June 30, 1919 June 30, 1920

Operations advised for tonsils and adenoids.....	73	118
Operation advised for otitis media—purulent chronic .....	....	1
Referred to Speech Defect Class.....	9	10
Referred to School for Deaf.....	....	8

July 1, 1918: July 1, 1919-
June 30, 1919 June 30, 1920

Dental Department

Number of old cases seen and treated.....	2,699	2,061
Number of new cases seen and treated.....	1,899	1,241
Total	4,598	3,302

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 275

	July 1, 1918 June 30, 1919	July 1, 1919 June 30, 1920
Amalgam fillings	851	699
Extractions	2,006	1,364
Cleanings	518	448
Cement fillings	606	139
Synthetic fillings	24	105
Temporary fillings .....	.....	34
Treatments	859	574
Phenol treatments .....	.....	19
Examination of teeth.....	1,211	16
Teeth examined and charted.....	.....	28
Referred to City Hospital.....	.....	1
Referred to Family Dentist.....	.....	3
Fistulas opened .....	.....	5
Children who refused to be treated.....	.....	26
Children sent home having dirty teeth and to return when cleaned.....	.....	28
Working paper examinations.....	3,562	.....
Cases completed	546	271
General Medical Department		
	1918-1919	1919-1920
Number of old cases seen and treated.....	8,575	1,788
Number of new cases seen and treated.....	1,561	5,471
Total	10,136	7,259
<i>Working Papers</i>		
Old cases	879	1,476
New cases	4,521	3,251
Total	5,400	4,727
Granted	3,063	2,847
Granted after correction of teeth.....	719	669
Granted after correction of vision.....	147	124
Granted after correction of teeth and vision..	13	18
Refused, defective teeth	1,131	867
Refused, defection vision	224	114
Refused, malnutrition	23	21
Heart disease	18	7
Temporary papers	18	17
Underweight .....	.....	10
Granted provisionally (under treatment).....	44	33
	5,400	4,727
<i>Age Certificates</i>		
Granted	143	139
Refused	117	118
Refused	26	21
<i>Vaccinations</i>		
Vaccination exemptions requested.....	1,017	1,108
Granted	124	63
Refused	99	46
Refused	25	17
<i>Reasons for granting exemption to vaccinations</i>		
Postponed for one year—anaemic—underweight	19	8
Chronic bronchitis .....	.....	2

	1918-1919	1919-1920
Nervousness	2	3
Convalescing illness	5	1
Vaccinated three times within a year without success	15	10
Enlarged cervical glands.....	11	2
Postponed for six months, removal of tonsils.....	.....	3
Postponed for one month, convalescent illness.....	.....	6
Postponed until September, 1920, goitre.....	.....	1
Postponed until September, 1920, convalescent illness .....	.....	10
Heart disease	6	.....
Tubercular hip	6	.....
Epilepsy	3	.....
Awaiting operation for tonsils and adenoids.....	10	.....
Scabies	3	.....
Rhinitis	2	.....
Stye	1	.....
Nephritis	1	.....
Awaiting operation for mastoiditis.....	2	.....
Postponed for one year (enlarged glands).....	2	.....
Postponed for two years (malnutrition).....	5	.....
Paralysis of arm.....	3	.....
Malnutrition	3	.....
<i>General Medical Cases</i>		
Old cases seen and treated.....		312
New cases seen and treated.....		262
Total		574
Eczema	27	23
Impetigo	13	20
Scabies	34	35
Post Scabies .....	.....	2
Verruca	2	5
Favus .....	.....	3
Ringworm	8	20
Ringworm, scalp	4	4
Urticaria .....	.....	3
Pedia Capita .....	.....	6
Dermatitis	11	1
Pyoderma .....	.....	1
Herpes .....	.....	3
Chorea	11	2
Infections, fingers, foot, etc.....	68	71
Enlarged glands .....	.....	1
Referred to other Departments in Clinic.....	20	7
Injury to knee.....	.....	1
Boils, neck	4	5
Boils, face .....	.....	2
Wound in head.....	.....	3
Goitre	1	1
Adenitis	2	3
Vaccination dressings	28	20
Exemption from gymnasium work.....	.....	20
Sprains and dislocations.....	9	.....
Potts disease	1	.....

	1918-1919	1919-1920
Chronic appendicitis	1	....
Acute bronchitis	2	....
Asthma	1	....
Influenza	2	....
Neuritis	1	....
Hookworm	1	....
Hernia	1	....
Incised wound of head.....	4	....
Appendicitis, operation advised.....	2	....
Cystic tumor of the neck.....	1	....
Measles	2	....
Uncleanliness	5	....
Enuresis	1	....
Articular rheumatism	1	....
Tonsilitis	2	....
Taenia Saginata	1	....
Constipation	1	....
Tinea circinata	1	....
Examinations for Roseland.....	6	....
Abscess	4	....
Psoriasis	6	....
Scalp wound	2	....
Acne Vulgaris	1	....
<i>Von Pirquet Tests</i>	92	156
Positive	26	78
Negative	66	68
Doubtful .....	....	10
<i>Wasserman Tests</i>	16	45
Positive	4	15
Negative	11	26
Doubtful	1	4
<i>Open Window Examinations</i>	341	559
<i>Open Air Examinations</i>	183	198
<i>Tuberculin Treatments</i>	91	138
<i>Mercury Treatments</i>	23	105
<i>Physical Examinations for Psycho-Educational Department</i>	892	648
Orthopedic Department		
Number old cases seen and treated.....	742	690.
Number new cases seen and treated.....	63	65
Total	805	755
Scoliosis	31	36
Pes Planus .....	....	7
Infantile paralysis	17	6
Lordosis	2	4
Genu Darum .....	....	1
Tubercular spine .....	....	2
Tubercular hip	1	1
Torti collic .....	....	1
Negative examinations	2	7
Flat foot	6	....
Congenital hip disease.....	1	....
Knock knee	1	....

	1918-1919	1919-1920
<i>Recommendations</i>		
Number of cases referred to School Clinic for exercises	45	56
Number of cases referred to Home for Crippled Children	10	9
Number of cases referred to School Clinic....	6	....
Psycho-Educational Department		
Number of cases from defective classes.....	8	11
Number of cases referred by schools, prin- cipals, et al.....	857	603
Number of cases referred by Attendance Dept..	316	295
Number of cases from other sources.....	....	53
Number of cases re-examined.....	111	237
	<hr/> 1,292	<hr/> 1,199
<i>Diagnoses</i>		
Feeble-minded, total number	355	263
" classed as morons	301	228
" " " imbeciles	46	32
" " " idiots	8	3
Mentally inferior, including doubtful borderline cases	524	511
Mentally average	275	266
Mentally superior	17	35
Disciplinary cases	218	199
<i>Recommendations</i>		
Classes for defectives	291	222
Restoration, ungraded and other special classes	406	311
Regular grades	129	28
Vocational school	48	41
Prevocational training	46	115
Institutional care	99	45
Referred to Attendance Department (without specific recommendation)	208	199
Cases for medical attention.....	480	577
Cases for further examination.....	153	102
Number of new cases seen and treated in all Departments	12,715	10,737
Number of old cases seen and treated in all Departments	15,810	10,649
	<hr/> 28,525	<hr/> 21,386
Total	28,525	21,386

REPORT OF
Supervisor of Attendance

1918-1919

To the Board of Education.

Gentlemen:—The attendance of pupils at the public schools during the school year 1918-1919 showed a gain in regularity of .2%. The per cent. of attendance during the previous year was 88.9%, while that of this school year was 89.1%. This increase was doubtless due to the redoubled efforts of the Attendance Department in co-operation with the principals and teachers as well as the Medical Inspection Department to offset the decrease during the previous year. It clearly demonstrates the fact that only by the most strenuous work on the part of these combined forces working in closest co-operation can the highest per cent. of regular school attendance be attained.

It has been proven by statistics gathered from every large school district in this country that at least 6% of school attendance is lost in the upper grades, i. e., in the grades in which pupils are of compulsory school age, through perfectly legitimate causes such as personal illness, illness in the family, quarantine, and like causes. The per cent. of legitimate absence among the pupils of kindergartens and lower grades has been placed at about 10%.

When the fact is taken into consideration that in Newark a large proportion of the school enrollment is in the lower grades and kindergartens it can be readily seen that the total of illegitimate absence has been kept to a very small percentage during this school year.

The total number of days present during this year of all pupils in the public schools was 10,685,005 days, while that of the previous year was 11,164,130½ days, showing a decrease in the number of days present of 479,125½ days. This decrease in the total number of days present was due

to the greatly increased number of holidays which were declared after the signing of the armistice and the close of the war.

The total number of days absent during this year was 1,300,745½ days, while that of the previous year was 1,385,177½ days, showing a decrease in the number of days absent when school was in regular session of 84,432 days. This decrease accounts for the increase in the per cent. of regular attendance.

The total number of days lost through quarantine was 42,696½ days, while that of the previous year was 60,032 days, showing a very gratifying decrease of 17,335½ days lost because of illness of a contagious nature. The great decrease is undoubtedly due to the ever watchful care that is being given to the health of pupils by the staff of the Medical Inspection Department and is a great tribute to their efficiency.

The total number of cases referred to the Attendance Department by principals of public schools for investigation was 47,111, this total being an increase over the total referred to the Department during the previous year of 8,214 cases. The final disposition of these cases was as follows: 39,562 pupils were returned to public schools by attendance officers; 3,860 pupils were granted "age and schooling" certificates and left school to be legally employed; 562 were found to be too ill at the close of the school year to attend school; 2,551 were found to have moved out of the city and the remainder was found to have entered parochial and private schools or to have passed their sixteenth birthday and left school to seek employment.

Nine thousand, three hundred and thirty-three visits were made to public schools by attendance officers and 1,285 visits were made by them to parochial and private schools. Sixty-three thousand, nine hundred and thirty-five visits to homes of pupils were required to secure the results attained.

Four thousand, five hundred and sixty-four cases of truancy, absence, and non-attendance were referred to the Department by principals of parochial and private schools

for investigation, an increase of 1,497 cases over the number referred by them during the previous year. In 3,465 of these cases the pupils were returned to the school from which they were reported absent or truant; 762 were found to have entered public schools and the remainder found to be too ill at the close of the year to return to school, to have moved out of the city, or to have left school to be legally employed.

The reports of the investigations made by attendance officers of the total number of cases referred to them during this year show the following as the causes for absence: 13,535 or approximately 30% of the cases could be definitely traced to parents who, because of carelessness or greed did not realize the importance of regular school attendance; 17,691 or 37% were found to be caused by personal illness or illness in the family, i. e., absolutely unavoidable absence; 5,562 or about 12% were caused by quarantine (also unavoidable absence); 2,062 or about 4% were caused by truancy, i. e., absence without the knowledge or consent of the parents; 1,850 or about 4% were caused by lack of proper shoes or clothing; 2,551 or about 5% were caused by removals from the city, and 3,860 or about 8% of the cases were caused by applications for "age and schooling" certificates.

Of the 13,535 cases which were found to be caused through the carelessness of the parents it was possible to secure proper results in 11,606 of the cases through visits to parents by the attendance officers who impressed upon them the importance of regular attendance by means of educational methods rather than by drastic treatment. It was found necessary, however, to summon 1,929 such parents to the Police Courts where they were forced to appear before the Supervisor or the Assistant Supervisor of Attendance there to receive a severe reprimand as well as a warning that if they were again brought to the court because of the non-attendance of their children they would be arraigned before the police magistrate on formal complaint and if convicted would be fined or sent to jail. Of

the total number of parents so summoned only twenty made it necessary for the Supervisor to arraign them before a magistrate. All of these were convicted and either fined or placed on probation.

The Attendance Department is particularly proud that with a lesser number of prosecutions of parents and pupils than in any city of its size in which compulsory education laws are enforced, they were able to secure a per cent. of attendance equal or superior to any such city in the country.

In cases of truancy it has been the policy of this Department to place the blame squarely upon the parents rather than prosecute the child. In no case does the Department make complaint to the Juvenile Court against any child for truancy alone. Complaints are sometimes made against children who have been guilty of other offences combined with truancy as there is no other method whereby such children may be dealt with.

Continued or chronic truancy can be cured by parents and it is rather their duty than that of the state to cure such cases. Whenever parents, who are summoned to court because of truancy of their children, declare their impotence to deal with their children and claim that such children had gone beyond their control, they are given the choice of two courses either to submit to prosecution brought against themselves or to make complaint in person against their children in the Juvenile Court. This method is pursued on the ground that parents and not the state are responsible for the upbringing and welfare of their children and they must assume all of the responsibility attached thereto.

Fourteen thousand, two hundred and sixty personal interviews with parents and children have been held in the office of the Attendance Department by the Supervisor and his Assistant during the year. The great task which such interviews impose can probably be more readily understood when the fact is taken into consideration that there are approximately 270 working days during the year. This means an average of nearly sixty interviews each day including vaca-

tion periods. These interviews are absolutely necessary in order to maintain the efficiency of the system.

The Supervisor and his Assistants must at all times be ready to advise with parents in regard to children who desire to apply for "age and schooling" certificates or whose children have gotten into difficulty because of some infraction of the rules of the schools or some violation of the law. Very often a better understanding is reached with the parent by means of these personal interviews and a greater interest aroused in the welfare of the school system as well as in the welfare of their own children.

Three thousand, eight hundred and sixty applications for "age and schooling" certificates were granted to pupils possessing the necessary legal qualifications during the year. This is an increase of but sixty-six over the number granted in the previous year. It had been thought that with the close of the war and the return of thousands of men who had been serving in foreign lands the demand for child labor would be lessened. This has not, however, been the case as yet as the demand for such labor and the high rates of wages have been increased rather than diminished during the latter part of the school year. Many applications for such certificates are refused because of the lack of some one of the qualifications demanded by the compulsory education law. Especially is this true of children of foreign born parents who demand that their children be allowed to leave school at fourteen years of age regardless of grade attained or physical condition. Every effort is made by this Department to discourage parents from securing "age and schooling" certificates for their children even if they possess the necessary qualifications, particularly if they have not completed the eighth year grade.

During the session of the State Legislature held in the Spring of 1919 a law was enacted which provided for the establishment and maintenance of continuation schools in school districts of this state in which over twenty children to whom "age and schooling" certificates have been granted, are at work. This law becomes effective on July 1, 1920.

After that date all children who are between the ages of fourteen and sixteen years and are legally employed will be compelled to attend a continuation school for a period of six hours each week for at least thirty-six weeks during each year. Such attendance at continuation school must be between the hours of eight in the morning and five in the afternoon and must be in a continuation school established in the school district in which the children are employed. While the establishment of these schools and the enforcement of the compulsory attendance at them of all employed children under sixteen years of age will entail an enormous amount of work on the part of this Department, I am certain that the number of applications for "age and schooling" certificates will be materially decreased. Many employers who now take advantage of child labor will hesitate to employ children under sixteen years of age when they realize that such children must attend a continuation school for six hours each week and that such hours must be during their hours of employment. Positions for such children will therefore become scarce and the temptation of high wages will be withdrawn. I am satisfied that the enforcement of this new law will have the effect of extending the period of school attendance of hundreds of children until they become sixteen years of age.

The work of the Public School Safety Patrol has been a source of great satisfaction during this year. This feature of school work has now entirely outgrown its experimental stage and has become generally recognized as a powerful factor in our educational system. Not only is this fact recognized in our city but the idea has spread abroad and the police and educational authorities of many cities are making inquiries concerning the establishment and maintenance of such patrols. Inculcating as it does in the minds of the members of these patrols a sense of responsibility for the safety and welfare of their fellow pupils and the community at large, it cannot fail to make for better citizenship in the members of the patrols themselves as well as for the safety of the entire school population.

Many acts of bravery and quick action resulting in saving pupils from traffic and other dangers have been reported. One particularly meritorious act on the part of a member of the patrol was reported by the principal of one of the largest schools in the city whose pupils are almost entirely the children of foreign born parents. The report follows:

"On December 6 Domenic Salerno, aged 12 years, a member of the Safety Patrol of McKinley School, saw a bonfire in the street a short distance away. Domenic immediately went toward the bonfire to extinguish it in accordance with his instructions. Little Sevia Venesia, no more than four years old, was standing alongside the fire poorly clothed and apparently trying to warm her little feet. Two boys came chasing along without regard for anyone just as Domenic went to the fire and Sevia was thrown off her balance and fell headlong into the blaze. Domenic was there in an instant and pulled the child to the sidewalk. He threw his coat about her and laid her on the ground and rolled her until the flames on her clothing were extinguished. Then he carried her—she was no larger than a doll—to a nearby doctor, who treated the few burns on her legs and arms. From there Domenic walked her home to No. 23 Factory Street, where he placed her in the care of her mother. For this act Domenic was honored by a letter of congratulation from City Superintendent David B. Corson and was awarded a medal before the entire patrol which was assembled in the Newark Theatre."

This is simply given as an example of the good that is being accomplished by the patrol. There were 668 boys and 16 girls enrolled as members of the patrol during the year and every street crossing in close proximity to a school house was guarded during the assembly and dismissal of each school day. The honor patrol, each member of which was awarded a medal by the Board of Education, was that of South Eighth Street School. The per cent. of attendance and attention to duty of the members of the patrol for the year was 96%.

Officer Felix Dunn who is detailed to assist in the work of training and supervising the patrols held 246 meetings with the various patrols for the purpose of guiding them in their work. One hundred and seventy-two visits were made by him to patrols which were on duty and addresses were made on the subject of safety to 142 teachers and 6,942 pupils during the year.

The continuous school census has continued to be of great service to the department during this year, making it more and more apparent that any school census to be of use to an attendance department must be one which is kept up from day to day. At the last session of the Legislature a bill was introduced which provided for a yearly school census to be taken by paid enumerators and afterward tabulated. Such school census would have cost the Board of Education at least \$10,000 per year and would have been practically valueless when completed. This bill was opposed by the Board and the attendance department and was not enacted.

One hundred and sixteen pupils were suspended from public schools during the year. Each of these cases were carefully investigated by the attendance department and a mental and physical examination of the pupils were made by the medical inspection department. The following dispositions were recommended:

Thirteen were re-instated at the school from which they were suspended; 65 were transferred to other schools; 17 were sent to ungraded schools; 3 were transferred to Binet Schools; 13 were granted "age and schooling" certificates; 1 was committed to the Newark City Home; 4 entered parochial and private schools.

Five hundred and eighty-eight pupils were placed on probation by the Supervisor of Attendance because of misconduct or truancy. These pupils were compelled to report at the office of the attendance department at intervals of from each day to once in two weeks. Upon these visits the pupil presents a card signed by the teacher and principal stating the facts in regard to the pupil's attendance and conduct during the period. Whenever a pupil is found to have

improved his conduct and attendance to a sufficient degree, he or she is discharged from probation and the principal so notified. Many pupils are reformed through this system.

Two hundred and forty-six boys were recommended for transfer to Ungraded Schools during this year. Twenty-six of this number were so transferred after repeated trials at other schools. One hundred and forty-six were transferred to other graded schools; 60 were re-instated at the schools from which they were recommended; 5 were sent to the Newark City Home; 1 was committed by the Juvenile Court to the State Home for Boys at Jamesburg; 4 were transferred after careful mental examination, to Binet Schools; 4 entered parochial and private schools.

May I not again respectfully call attention to the urgent need of a school to properly house the Academy Street Ungraded Class to help relieve the crowded conditions which have prevailed in all the Ungraded Schools during the past year. A school patterned after the general design of Ungraded Schools No. 1 and No. 2 should be provided as soon as at all practicable. I am certain that the cost of such school would be small compared to the results that would be attained through its use.

I give below a tabulated summary of the work of this Department during the entire school year.

No. of cases of truancy reported by principals of public schools	2,957
No. of cases of absence reported by principals of public schools	47,111
No. of cases attending no school reported by principals of public schools	712
No. of cases of truancy, etc., reported by principals of other schools	4,564
No. of visits to public schools by attendance officers.....	9,333
No. of visits to other schools by attendance officers.....	1,285
No. of visits to homes by attendance officers.....	63,935
No. of legal notices served.....	3,551
No. of parents summoned to Criminal Court.....	1,929
No. of parents and guardians prosecuted and convicted.....	20
No. of pupils returned to public schools by attendance officers	39,562
No. of pupils returned to other schools by attendance officers	3,415
No. of children found on the street and taken home by attendance officers	1,371

No. of children found on the street and taken to school by attendance officers	1,508
No. of transfer cards investigated by attendance officers.....	4,988
No. of "age and schooling" certificates issued.....	3,860
No. of cases of absence found to be caused by illness.....	17,691
No. of cases of absence found to be caused by lack of clothing	1,856
No. of boys recommended for transfer to Ungraded Schools	264
No. of boys transferred to Ungraded Schools.....	39
No. of boys recommended for commitment to Newark City Home	9
No. of pupils who have moved out of the city.....	2,551
No. of permits and badges issued to newsboys.....	31

In conclusion permit me to express my appreciation of the splendid co-operation given me by the Board of Education and all its officers and departments as well as the many courtesies which have been extended to me by the Judges of the Criminal Courts and the Juvenile Court, the Police and Probation Departments, the Children's Aid Societies, the Bureau of Associated Charities, and the Director and the Superintendent of the Newark City Home.

Respectfully submitted,

CHAS. A. MACCALL,
Supervisor of Attendance.

Newark, October 1, 1919.

REPORT OF

Supervisor of Attendance

1919-1920

To the Board of Education.

Gentlemen:—Since the close of the world war and the return of more normal conditions there has been a steady increase in the per cent. of attendance at the public schools. The increase this year was .53%. The per cent. of the school year 1918-1919 being 89.15 and that of this past year 89.68. This per cent. is probably as great or greater than that of any city in this country whose population is as large or larger than that of Newark.

It is the more gratifying when the abnormal severity of the weather during the months of last winter is taken into consideration. There were days so severely cold or stormy that no careful mother would think of sending her smaller children to school and therefore on such days the kindergarten and lower grades were almost depleted. The per cent. of attendance is naturally very materially lowered by such circumstances especially in cities where, as in Newark, there is a great percentage of the school population enrolled in the kindergarten and lower grades.

The total number of days present in all of the public schools during the past year was 11,650,940 days, while that of the previous school year was 10,685,005 days, which shows an increase during this year of 965,935, or nearly one million days. This means that approximately 5,000 more pupils attended regularly each day during this year than in the previous year.

The total number of days absent during this year was 1,338,980½ days, while that of the previous year was 1,300,745½ days. This shows the comparatively small increase in the number of days absent of 39,980 days during the school year 1919-1920.

The number of days attendance lost because of quarantine during this year was 50,161½ days, while that of the previous year was 42,696½ days, showing an increase of 8,465 days unavoidably lost because some member of the pupil's family was ill with a contagious disease.

The total number of pupils reported to the Attendance Department by principals of public schools for all reasons during the year was 44,582. The final disposition of these cases was as follows: 38,891 pupils were returned to public school by attendance officers; 3,023 were granted "age and schooling" certificates to permit them to leave school and go to work; 426 were found to be too ill to attend school at the end of the school year; 1,942 were found to have moved from the city, and the remainder was found to have left the public schools and entered private or parochial schools, or to have attained their sixteenth birthday and, being released from the provisions of the Compulsory Education Law, to have gone to work.

Attendance officers made 9,335 visits to public schools, 1,665 visits to schools other than public schools, and 65,428 visits to parents at their homes.

There were reported to the Attendance Department by principals of parochial and private schools 3,120 cases of truancy, absence, and non-attendance. Of these cases 2,747 pupils were returned to the school from which they were reported, 296 were found to have been transferred to public or other schools, and the remainder to have secured "age and schooling" certificates and left school to be legally employed, or to have moved out of the city.

The causes for absence as disclosed by the investigations of the attendance officers are as follows: First comes the greatest cause at all times, that of personal illness or illness in the family,—comprising absolutely unpreventable absences. 15,614 or about 35% of the cases were found to come under this head. To the average uninformed person it would seem that it should be unnecessary for the Attendance Department to follow up these cases of unavoidable absence, but experience has shown that a great per cent. of children

who have been absent because of illness are reluctant to return to school as soon as they should after their recovery, and if such children were not followed up by the attendance officers they would lose many days attendance unnecessarily. Parents also become accustomed to having the children about the house and are frequently very careless as to the time of their return. They, therefore, must be made to understand that the child is to lose no more days than are absolutely necessary because of illness.

The next greatest causes for absence are those of carelessness, indifference, and neglect on the part of parents. 10,965, or about 24% of the cases were found to be attributable to these causes and absolutely the fault of the parents. Such cases are not all found among ignorant or foreign born parents by any means. It is amazing to find the great number of seemingly intelligent parents who do not think it makes any difference to their child's standing at school or his progress in education if he is kept out of school four or five days each month. It is such cases as these that make it extremely difficult to keep up a high per cent of attendance, and gives to the attendance officer the difficult task of educating the parents or using force to compel them to send their children regularly to school. 7,430, or about 17% of the cases were found to be caused by quarantine, i.e., illness of a contagious nature but not personal illness; 2,164, or about 5% of the cases were found to be real cases of truancy, i.e., pupils absenting themselves from school without the knowledge or consent of their parents. All of these pupils were returned to school, but some of the most stubborn cases were afterward recommended for commitment to either city or state institutions. 842, or about 2% were found to be caused by lack of clothing and shoes, which were afterward furnished by the Attendance Department and the children enabled to return to school. 3,023, or about 7% of the cases were found to be children to whom "age and schooling" certificates had been granted. 4,396, or about 10% of the cases were found to have removed from the city, or had left school at an age when they could be legally employed.

1,406 parents were summoned to the police courts for violation of the Compulsory School Law. All of these cases as in other years were heard either by the Supervisor of Attendance or his assistant thereby relieving the police magistrates of a vast amount of detail work. In the great majority of cases coming to the stage when court action is deemed necessary, a summons to appear at court is issued. This entails the loss of at least one half day's wages and the parent is brought to understand that court action can and will be taken for violation of the law. It has been found that in such cases no further action is necessary and no other punishment need be inflicted. There are, however, some cases where more drastic measures must be taken and it was found necessary to bring formal charges in the police courts against 46 parents, all of whom, after trial before a police magistrate, were found guilty and either fined or placed on probation. The size of the fine in these cases varies with the circumstances of the family.

The Attendance Department has tried in the past and will continue to try to secure regular school attendance and obedience to the school law without resorting to court measures in so far as it is at all possible. It has been the experience of the Supervisor that in a great proportion of cases regular school attendance can be more readily secured through education of parents than by prosecution.

I am very much gratified to report that because of the higher wages which have prevailed for the past few years the number of pupils found to lack proper clothing has not increased in proportion to other years. It may, however, be readily seen what an enormous task it is for the attendance officers to secure clothing for even the number reported this year when there is no public fund available from which it might be purchased. The formation of an "Emergency Relief Committee" which numbers among its members the Mayor, the Health Officer, the Director of Public Safety, public and parochial school nurses, attendance officers, the Children's Aid Society, the Bureau of Associated Charities, and other philanthropic agencies, has done much in the way

of providing shoes and stockings as well as rubbers to needy children. During the year 567 orders for shoes were given by the Attendance Department to be paid for out of the funds of this Committee. The main source of income for this fund has been through the courtesy of the Director of Public Safety of this city. "It would seem quite as necessary for needy children, who are found to be worthy, to be supplied, temporarily at least, from public funds with proper clothing with which to attend school as with textbooks. I am certain that the return to the city through regular attendance at school of these pupils would more than compensate for the expenditure.

The Supervisor and Assistant Supervisor of Attendance held personal interviews with 13,019 parents during the year. These personal interviews are found necessary for many reasons beside the main reason, that of regular attendance. Pupils who have been guilty of some infraction of the rules of the class room often make it necessary that their parents be interviewed at this office. Parents come to be advised as to whether or not their children have the necessary qualifications for securing "age and schooling" certificates and upon the advisability of sending their children to work. All parents whose children have been suspended from school, or have been recommended for transfer to an Ungraded School, must be personally interviewed and the cases adjusted in the best possible manner. The additional office space which has been secured for the Department has made it possible to conduct these interviews in a very much more satisfactory manner than heretofore.

During the year 3,023 applications for "age and schooling" certificates were granted after having been investigated and pupils found to possess the necessary qualifications. This number shows a considerable decrease in comparison with the number granted in the past two or three years, caused, I feel certain, by the high rate of wages which has been enjoyed by mechanics who have found it possible to support their families without the help of the younger children.

Many applications for "age and schooling" certificates are refused because of the fact that investigation proves that the children who apply lack some one or more of the necessary qualifications. One of the qualifications made necessary by the law is that all children to whom an "age and schooling" certificate is granted must be of sound physical health as attested by the Medical Inspector of the Board of Education after a physical examination. Immeasurable good has been accomplished through the application of this provision of the law. Children, almost without number, have been found to possess physical defects which are remediable and the defect is remedied before the certificate can be granted. Hundreds of cases of defective teeth which would undoubtedly have been neglected with resultant disease have been detected and properly cared for by the Medical Inspection Department. This has only been made possible through the fact that these children must be sent by the Attendance Department to the Medical Inspection Department for examination and report before an "age and schooling" certificate can be granted. It has been the policy of the Department, whenever possible, to discourage parents from taking their children from school until they shall have at least reached the eighth grade. In many cases this has been accomplished but I am absolutely convinced that if a more varied curriculum could be provided a great number who now leave school as soon as they may legally do so could be persuaded to continue their education. With the completion of the proposed Boys' Vocational School I have great hope that this may be accomplished.

The Attendance Department has maintained the continuous school census during this year and has found it to be of great service in tracing children who move into the city and do not register at any school. I am extremely desirous of having an officer detailed to take full charge of the corps of school census officers, in order that this branch of the work may be more efficiently directed and supervised. If efficiently maintained a continuous school census such as is conducted in this city is by far the most effective census for

all school purposes and its cost of maintenance is much less than any other form of school census.

The Public School Safety Patrol has continued to accomplish splendid results in its work of protecting the lives and morals of the pupils and also school property. There is at this time a Safety Patrol established in every public school in this city and the formation of patrols is going steadily on in the parochial schools. The total number of members of the Safety Patrols in the public schools during this year was 670,—650 of these were boys and 20 were girls. This is an increase of 69 members over last year. Officer Dunn, who has been detailed by the Department of Public Safety to assist the Attendance Department in the direction and supervision of the Patrols, has held 225 meetings with the Patrols during the year. He has made 206 visits to Patrols while on actual duty at the schools. He has also given 105 talks on safety reaching 30,000 children and 250 teachers.

As an evidence of the results of the work of the Patrols, there has been a gradual decrease in the necessity of reporting pupils for violations of the rules of safety, and no child has been injured during the year in the districts surrounding school houses, during the opening or dismissal of school. The Department of Police and the Commissioner of Motor Vehicles are co-operating with the Safety Patrols and rendering every possible assistance.

Meetings of the members of the Patrols were held in every district and the boys were addressed by the Inspector of Police of each district. Statistics regarding accidents on the public streets which have been compiled by Officer Dunn during the past year show that during the year 1916, i.e., the year preceding the establishment of the Public School Safety Patrols, 26 children of school age were killed on the city streets.

During the year 1917, after the establishment of the Patrols, the number of fatal accidents to children of school age decreased to 15 and none of these occurred where a Safety Patrol Officer was on duty. During the year 1918 the number of fatal accidents to children remained 15. In

1919, despite the great increase in vehicular traffic, there were only 20 such accidents reported.

As pioneers in this safety work the Attendance Department is being called upon by the educational and police departments of other cities for information to assist them in organizing safety patrols in their city. A two reel film was made in May 1920 under the direction of the Visual Instruction Department of the Board of Education which depicts in a most graphic form the work of the Safety Patrols in protecting life and property in the vicinity of school houses in this city. This film, called "Knights of the Cross Roads," has been received with much enthusiasm wherever shown and is in great demand for exhibition in other cities. It has been called one of the greatest "Safety" pictures ever made.

During the year there was organized a fife and drum corps from among the members of the various patrols. There are now 53 boys enrolled and they receive weekly instruction from a special instructor. I am desirous of securing uniforms for this band of juvenile musicians as soon as possible. Every means possible are used to stimulate the interest of boys and girls in the safety work. Four theatre parties were given for them by the management of the Newark Theatre during the Spring term, and they were taken on an all day hike during the month of June. The trolley cars used for their transportation on this hike were furnished through the courtesy of the Public Service Corporation.

The worth of this organization is being recognized in a practical manner by the commercial companies in the city. A gold watch has been given by the Commercial Casualty Company of Newark as a prize for the most meritorious act performed by a Safety Patrol Officer during the coming year. Each year medals are awarded to the Safety Patrol which is judged to have been most efficient during the year. This year the "honor patrol" was at Joseph E. Haynes School.

During the early part of this school year reports of acts

of vandalism which had resulted in the destruction of school property became so frequent that it was deemed wise to appoint a "special investigator" connected with the Attendance Department for the purpose of endeavoring to prevent this wanton and costly destruction of property. Attendance Officer John J. Hartford was appointed as special investigator. The efficiency with which he has, under the direction of the Attendance Department, been able to cope with this great problem may be judged by the following summary of his work during the year:

Ninety (90) cases of robbery which occurred in the public schools were investigated and in almost every case the special investigator was able to detect the persons who were responsible for them. A great many of these robberies were found to have been perpetrated by pupils in attendance at the schools. Some of them were found to have been the work of older boys and young men who broke into the school houses at night and carried off anything they found which could be readily converted into cash. In every case those found guilty were forced to make restitution for the articles stolen and to pay for whatever damage was done to the building.

As an example of the results of the work of the special investigator I cite the following occurrences at one of the high school buildings. This building was entered five times during the year. Money, tools, and athletic goods were taken each time. The school bank was robbed and it seemed impossible to catch the culprits. As a result of much painstaking investigation a student was detected who had robbed one of the other students by picking his pocket. This boy was apprehended by the investigator and after hard questioning admitted that he was responsible for all of the robberies at this school and some at other schools. Through his confession seven other boys were also implicated in his various crimes and were apprehended. This boy was arraigned before the Judge of the Juvenile Court and upon his promise to make restitution was placed on probation to report to the investigator weekly. He was also ordered by

the court to pay \$175 in weekly payments of five dollars as part restitution for the goods which were not recovered.

There were 33 cases of petty stealing investigated and in most cases the guilty persons were discovered. These cases were such as stealing war saving stamps and small amounts of money from teachers' desks or from other pupils. In every such case the person guilty of the offense was forced to return the stolen articles or pay for them. In several instances chronic offenders were taken before the court and committed to institutions.

Seven cases of immorality were discovered and the parties punished.

There were 13 cases of destruction of school property investigated and those who had caused the destruction were forced to pay the cost of the damage.

There were 220 cases of window panes broken in the schools investigated and the cause of the destruction discovered. If found to have been maliciously broken, those responsible for the breakage were forced to pay for the damage. In one case a boy was found who had deliberately set fire at night to a school house on two occasions in order to cover up a robbery he had committed. This boy was committed to the State Home for Boys at Jamesburg and his parents have made restitution for what had been stolen and the damage to the building.

Eight cases of pupils residing out of town who were attending the Junior College and had given Newark addresses in order to escape payment of tuition were also investigated and the facts revealed.

The following summary shows the amounts recovered and turned over to the Business Manager by the special investigator during the school year:

Money collected from parents	\$1,146.99
Money collected from out of town pupils.....	300.00
Merchandise recovered to the value of.....	150.00
Prints and tracings recovered valued at.....	2,500.00
Total	<hr/> \$4,096.99

With a continuance of the efficient work now being accomplished along these lines I am satisfied that we shall be able to prevent much of this vandalism in the future.

Principals of public schools suspended 142 pupils during the year. Each of these pupils was sent to the Medical Inspection Department for physical and mental examination, and after conference with the parents and careful investigation by the Attendance Department the following dispositions were made of the cases: 35 were re-instated at the school from which they were suspended, 76 were transferred to other schools, 16 were transferred to ungraded schools, 3 were transferred to Binet Schools, 1 entered a parochial school, and 1 was committed to the Newark City Home.

During the year 384 pupils were placed on probation by the Supervisor of Attendance because of misconduct or truancy. These probationers were required to visit the office of the Attendance Department at intervals varying from every day to every two weeks, bringing reports from their teachers as to their conduct and attendance. Many pupils have been reformed through this method and have been discharged from probation.

During the year 298 boys were recommended for transfer to Ungraded Schools: 80 were so transferred, 42 were re-instated at the school from which they were recommended, 164 were transferred to other schools, 4 were committed to the Newark City Home, 2 were committed to the State Home for Boys, 3 were transferred to Binet Schools, and 1 was granted an "age and schooling" certificate.

The Ungraded Schools are accomplishing an immense amount of good work for the educational system and should receive the greatest support and consideration. In addition to their moral effect they are really an economy to the community for they are reforming hundreds of boys without removing them from their homes and placing them in institutions where they must be supported by the public. Hundreds of boys and thousands of dollars are being saved through the work accomplished in these little schools. There

has been, however, lack of room in them for the past few years and I would again respectfully recommend as a most economical measure that a school similar to Ungraded No. 1 and No. 2 be provided to house the Academy Street Ungraded Class.

I give below a tabulated summary of the work of the Department during the school year 1919-1920:

Number of cases of truancy reported by principals of public schools.....	2,164
Number of cases of absence reported by principals of public schools.....	41,833
Number of cases attending no school reported by principals of public schools.....	585
Number of cases of truancy, etc., reported by principals of other schools.....	3,120
Number of visits to public schools by attendance officers	9,345
Number of visits to other schools by attendance officers	1,665
Number of visits to homes by attendance officers.....	65,428
Number of legal notices served	2,619
Number of parents summoned to Criminal Court	1,406
Number of parents and guardians prosecuted and convicted	46
Number of pupils returned to public schools by attendance officers	38,891
Number of pupils returned to other schools by attendance officers	2,747
Number of children found on the street and taken home by attendance officers.....	1,208
Number of children found on the street and taken to school by attendance officers.....	1,400
Number of transfer cards investigated by attendance officers.....	4,584
Number of "age and schooling" certificates issued....	3,023
Number of cases of absence found to be caused by illness	15,614

Number of cases of absence found to be caused by lack of clothing.....	842
Number of boys recommended for transfer to Ungraded Schools	298
Number of boys transferred to Ungraded Schools....	80
Number of boys recommended for commitment to Newark City Home.....	8
Number of boys recommended for commitment to State Home for Boys.....	7
Number of permits and badges issued to newsboys..	36

Respectfully submitted,

CHAS. A. MACCALL,
Supervisor of Attendance.

Newark, N. J., October 1st, 1920.

SCHOOL DIRECTORY
BUILDINGS

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
Barringer High	Sixth Ave., Parter and Ridge Sts.	1897-98		52	William Keppler	281 North Fifth St.
Central C. & M. T. High	High and New Sts.	1911-12	1915	69	Maurice Mahon	70 Fourth Ave.
East Side C. & M. T. High	Van Buren and Warwick Sts.	1910-11	1917	42	William J. Quinn	92 Ann St.
South Side High	Johnson Ave. and Alpine St.	1913		47	Edward F. Brady	97 So. Ninth St.
Abington Avenue	Abington Ave., cor. N. Seventh St.	1900	1906-7-13	26	Christian Siegwarth	166 Parker St.
* Alexander Street	Alexander St., near South Orange Ave.	1905		18	Zeno W. Day	86 Alexander St.
Avon Avenue	Avon Ave., opposite Seymour Ave.	1905-6	1906-7-10	35	Eugene Hancock	31 Seymour Ave.
Belmont Avenue	Belmont Ave., cor. West Kinney St.	1905-6	1908	45	John Miller	355 So. Twelfth St.
Bergen Street	Bergine Ave., cor. Bigelow St.	1900	1903-8	44	Charles E. Hockenbury	89 Speedway Ave.
Berkeley (Peshine Ave.)	Peshine Ave., near Watson Ave.	1911		21	Patrick McAleese	154 South Twelfth St.
†Binct No. 1 (State St.)	State St., near Broad St.	1846-47	1882	7	John Rechold	152 Belmont Ave.
†Binct No. 2 (Coe's Place)	Coe's Place, near Marshall St.	1913		8	Mrs. Kathline Whitehead	725 South 17th St.
†Binct No. 3 (Alieya St.)	Alieya and Patterson Sts.	1916		5	James Sheridan	382 Bank St.
Bruce Street	Bruce St., near Bank St.	1897-98	1899	18	John H. Jordan	32 Clay St.
Burnet	Burnet St., bet. Orange and James Sts.	1868-69	1906-7-14	33	Charles E. Mechan	170 So. Orange Ave.
Camden	Camden St., near Sixteenth Ave.	1883-84	1900	25	Duryea Van Doren	635 So. 18th St.
Carteret (Oliver St.)	Oliver St., near Pacific St.	1869	1903-15	31	John Callan	16 Jay St.
Central Avenue	Central Ave., cor. Dey St.	1871-72	1903-13	32	Adolph Saupe	21 Rose St.
Charlton Street	Charlton St., cor. Waverly Ave.	1895	1899-1903	37	Jacob Conley	18 Scott St.
Chestnut Street	Chestnut St., near Mulberry St.	1859-60	1870-1900	19	Joseph Amberg	870 South 14th St.
Cleveland	Bergen St., near Seventeenth Ave.	1912		39	Mrs. John Peter	50 Evergreen Ave.
Dayton	Dayton St., near Ludlow St.	1902	1890-5-6-1905-6	2	Miles T. Coeyman	155 Grafton Ave.
Eliot	Eliot St., cor. Summer Ave.	1871	1895	25	John W. Moore	166 Elizabeth Ave.
Elizabeth Avenue	Elizabeth Ave., cor. Bigelow St.	1869	1909	6	Henry Atmiller	72 South 13th St.
Fourteenth Avenue	Fourteenth Ave., cor. South Ninth St.	1905-6	1895-1903-6-7	28	George W. Janifer	172 Parker St.
Franklin	Park Ave., cor. Cutler St.	1889	1897-1914	35	Edward Kiernan	42 Monmouth St.
Garfield (N. Seventh St.)	North Seventh St., near Park Ave.	1893-94	1887-8-1900-13	33	John D. Voget	135 Madison Ave.
Hamilton (Miller St.)	Miller St., near Sherman Ave.	1880-81	1904	37	Frederick P. Siegwarth	39 Sixteenth Ave.
Hawkins Street	Hawkins St., near Ferry St.	1887-88	1900-8-14	16	Robert O'Brien	19 St. Francis St.
Hawthorne	Hawthorne Ave., cor. Clinton Pl.	1897	1897-1916	32	Michael Smith	9 Brinsmaid Pl.
John Catlin (Ann St.)	Ann St., bet. N. Y. Ave. and Elm St.	1891-92		37		
Joseph E. Haynes (Morton Street)	Morton St., cor. Broome St.	1851	1861-9-1881-1898-1909			
Lafayette	Lafayette St., cor. Prospect St.	1848-49	1863-1870-1-1881-4-1903-9-14	46	James F. Smith	244 North Fourth St.
Lawrence	Lawrence St., foot of Clinton St.	1872-73	1890	39	Charles A. Offinger	573 Bergen St.
Lincoln	Richelieu Terrace, near Cliff St.	1908		11	Michael Gaffney	79 New York Ave.
Madison	S. Sixteenth St., cor. Madison Ave.	1904-5	1910-17	12	Philip Alexander	35 Geneva St.
				42	Charles Morgenstern	29 Schuyler Ave.

SCHOOL DIRECTORY—Continued
BUILDINGS

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
McKinley (old)	Seventh Ave., cor. Factory St.	1899	1904-10	36	Joseph H. Ryan	284 Fifth St.
McKinley (new)	Eighth Ave., cor. Factory St.	1915		18	Bernard E. Wilde	46 North 13th St.
Milford	Eighteenth Ave., cor. Livingston St.	1871	1900-15	40	Patrick McElroy	133 17th Ave.
Monmouth Street	Monmouth St., near Spruce St.	1886-87	1896	25	Domonick Sharkey	13 Wakeman Ave.
Monteith (Hamburg Pl.)	Hamburg Pl., near Ferry St.	1881-82	1885-6-1900-6-7	35	Mrs. Marg't Wackemman	23 Wall St.
Montgomery	Montgomery and Broome Sts.	1910-11		24	Joseph Bonscher, Jr.	63 Jacob St.
Moses Bigelow (15th Ave.)	Fifteenth Ave., cor. Fifteenth St.	1895	1897-1917	44	William McEann	149 South Eighth St.
Newton	Newton St., near South Orange Ave.	1866-67	1868-1871-73-1900-1904-13	24	Sheridan Hoblit	162 Peshine Ave.
Ridge	Ridge St., near Montclair Ave.	1910-11		43	George W. Huntley	809 Parker St.
Robert Treat (13th Ave.)	Thirteenth Ave., cor. Richmond St.	1887-88	1891-2-1903-6-7-15	15	Carey Johnston	99 Eleventh Ave.
Roseville Avenue	Roseville Ave., near Orange St.	1883-84	1903	53	Otto Kern	162 South Eighth St.
South Street	South St., cor. Hermon St.	1883-84	1900	11	John E. Staats	474 South 15th St.
South Eighth Street	South Eighth St., near Central Ave.	1872-73	1900-6-7	21	Philip Tully	137 South Seventh St.
South Market Street	South Market St., cor. Mott St.	1835-56	1893-89	34	Albert Skidmore	70 Napoleon St.
South Tenth Street	South Tenth St., cor. Blum St.	1870	1879-1888-89-1896	19	David Springsteen	86 Summer Ave.
Speedway	Speedway Ave., near S. Orange Ave.	1917		24	I. H. Lord	511 S. Grove St., Irv.
Summer Avenue	Summer Ave., near Second St.	1883-84	1897	8	Wm. H. Van Nest	78 Oraton St.
Summer Place	Summer Place, near Chester Ave.	1903		16	Gottfried Bieber	141 Oraton St.
Sussex Avenue	Sussex Ave., cor. Third St.	1900	1904	8	George A. Voget	35 22nd St., Irvington
Walnut Street	Walnut St., near Jefferson St.	1862	1877	21	Albert Hofer	159 New York Ave.
Warren Street	Warren St., cor. Wickliffe St.	1891-92	1908	8	James F. Gaynor	378 South Twelfth St.
Washington Street	Washington St., near W. Kinney St.	1868	1904	26	Joseph Schwartz	319 Runyon St.
Waverly Avenue	Waverly Ave., near Bergen St.	1891-92	1900	23	Samuel Jamieson	331 South Orange Ave.
Webster	Webster St., corner Crane St.	1855-56	1910-11	20	Gilbert Machette	17 Factory St., Bellev.
West Side	Seventeenth St., opp. West Side Park.	1911	1914	28	Samuel Matts	817 South 17th St.
Boys' Vocational	Wickliffe St., cor. School St.	1848-49		38	James F. Gaynor	378 South 12th St.
Girls' Vocational	Washington and Linden Sts.	1853-54	1883-86	17	Mrs. Sarah Harrison	3 East Kinney Place
School for Deaf	Bruce St. near Bank St.	1897-98	*1899	3	James Sheridan	382 Bank St.
Fawcett School of Industrial Arts	55-57 Academy St.	1897		13	Otto Fillhower	170 Pacific St.
Academy No. 1	Academy St.	1897		....	Edward H. Wickenhofer	51 Boston St.
Ungraded No. 1	South Tenth St., near Woodland Ave.	1910		1	August Scharringhausen	647 Mt. Prospect Ave.
Ungraded No. 2	Chestnut St., near Elm Road	1910		2	F. D. Moore	450 Avon Ave.
Open Air	Elizabeth Ave., cor. Chancellor Ave.	1902		2	Alfred Hayford	226 South 11th St.
Dept. of Medical Inspection	Market St., opp. Court House	1847	1883	3		

* Annexed from Vailsburg on date noted under "Erected."
 † Annexed from Clinton Township on date noted under "Erected."
 ‡ Purchased on date noted under "Erected."

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education 1918-20

NORTH GALLERY

